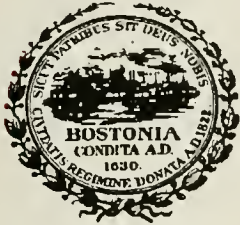




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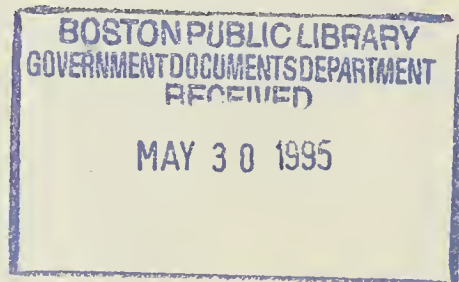
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Boston Public Schools



Annual Systemwide Report:

Performance Indicators and
Accomplishments
1993-1994



Lois Harrison-Jones, Ed.D.
Superintendent

Boston Public Schools

Annual Systemwide Report: Performance
Indicators & Accomplishments
1993-1994

Office of Planning, Research and Development
September, 1994

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September, 1994

Foreword

This third publication of the yearly systemwide report on school level performance indicators signifies an important continuation of the school community's commitment to excellence and accountability. For those who have worked so conscientiously over the past few years to promote the concept of accountability and to those who have worked so diligently, particularly members of the Boston Compact Measurement Committee, to identify performance indicators and more recently to help designate standards, this report is an acknowledgment of their contribution to the school community.

This report includes status information on the schools' progress toward meeting the standards set by the School Committee for SY1994-95. Also included is a brief listing of major accomplishments in each of the shared goal areas of the school committee and the Superintendent.

By carefully reviewing this report, members of the Boston Public Schools community will have the opportunity to learn what the system has accomplished during SY1993-94 in terms of student achievement, school climate/holding power and school involvement practices. Utilizing this report and the the individual school End-of-Year Reports, the Level Assistant Superintendents and the school-based administrators and teachers will have the responsibility to act upon the information contained in this report to work toward achieving the Systemwide Performance Indicators thereby ensuring the best possible education for the nearly 60,000 students enrolled in the Boston Public Schools.

As always, we look forward to your comments and suggestions about both the format and the content of this report.

Superintendent

Executive Summary

This report summarizes the current status and progress of the Boston Public Schools during the 1993-94 school year in terms of seventeen Performance Indicators and compares the current status with standards for each of these indicators. In conjunction with contractual agreements with the Boston Teachers' Union, these indicators were identified by the Boston Compact Measurement Committee and accepted by the school system as a means of providing a more comprehensive description of the status of individual schools and the school system as a whole. In addition, standards have been set for each indicator, although not required to be met until 1994-95. When reviewing performance relative to the standards, it should be kept in mind that these are targets and as such are ambitious and indicative of the high expectations held for the system.

Within the body of the report, the indicators are clustered in three broad categories: School Climate/Holding Power, Student Achievement, and School Involvement Practices. Each indicator is described systemwide and by level (elementary, middle, and high) from three perspectives:

- 1) Recent trends (SY1991-92 through SY1993-94)
- 2) Schools' performance in SY1993-94 relative to their performance the previous year, i.e. SY1992-93
- 3) Schools' current status relative to the performance standards set by the School Committee for SY1994-95

Major Accomplishments During SY1993-94

Key Findings

During the past year, the BPS community has been involved in a wide and extensive range of activities to fulfill our mission to the school children of Boston. Following are a few examples of the many activities and accomplishments that have occurred during the past year on each of the BPS seven shared Goals:

Goal #1: Improved Student Performance

- Recorded the lowest dropout rate in eighteen (18) years of an annual rate of 8%.
- Established the Boston Music Education Collaborative providing for the infusion of music across all subject areas in seven (7) selected elementary and three (3) middle schools grades 1 and 6. The Boston Symphony Orchestra, the New England Conservatory of Music, WGBH and the BPS are members of the collaborative.
- Revised the Homework Policy for all grades, Kindergarten through grades 12.
- Implemented the modifications to the Controlled Choice Student Assignment Guidelines based on the recommendations approved by the School Committee in December, 1993, this is earlier assignment period, sibling priority, earlier notification to parents and increased flexibility in assignment.
- Implemented curriculum review and planning effort.

Goal #2: State of the Art Vocational-Technical Education

- Reorganized Madison Park Vocational/Technical High School into five (5) vocational clusters. Appointed an Executive Director to lead and manage the program.
- Selected by the US Department of Labor as one of three demonstration sites for national School-to-Work Initiative legislation. The Boston Public School / Private Industry Council program ProTech was visited by Secretaries Reich and Riley, April, 1994, and cited as National model.

Goal #3: Revitalize School Athletic Programs

- Established clearer criteria for eligibility for student athletes and developed a computer based system to monitor eligibility.
- Refurbished fields at West Roxbury High School (Football & Baseball), English - Soccer, Charlestown - Softball (in-progress).
- Won two state championships in football (Division 5).

Goal #4: Improve Services to a Diverse Population

- Developed and piloted a Special Education Inclusion Plan in thirty (30) schools to provide special education students with mainstreaming opportunities to maximum degree possible and feasible. Continued planning and staff training continued by all of the remaining schools.
- Expanded school medical services and increased the number of school nurses by eight (8) positions and established the positions of Health Paraprofessional and Nurse Mentor (5 positions).

Goal #5: Strengthen School-Based Management & Increase Educational Accountability

- Provided orientation and training for eighty-two (82) schools new to School Based Management/Shared Decision Making (SBM/SDM) thereby bringing all schools into the program.
- Successfully negotiated BTU 1993-1994 and 1994-1997 contracts that are historic in their implications as to decentralized decision making, strengthened school based management, and increased responsibility and authority at the school level. Contracts with most of the other bargaining were also negotiated successfully.
- Implemented the Decentralization Plan for the Boston Public Schools establishing three level offices (Elementary, Middle, High School) and deploying central staff to the levels.

Goal #6: Continue Fiscal Accountability

- Received federal grants totaling \$37.9 million dollars to support student programs and services.
- Balanced the School Department budget for the fourth consecutive year.
- Received Energy Conservation Award presented by the Boston Edison Company.

Goal #7: Strengthen Community Partnerships and Improved Coordination

- Collaborated in the development of a New Boston Compact signed by the Compact Steering Committee in January, 1994. This is the first Compact to fully integrate all partnerships and services between higher education, business and Boston Public Schools. Three new signatories were included: human service providers, cultural institutions, and parents.
- Collaborated in the 1993 Boston Summer Jobs Program which placed 2,954 BPS students in summer jobs, with an average wage of over \$6 hourly, reported to be the highest of any summer jobs program in the nation.
- Introduction of a new publication for parents - "Good Ideas" with activities and programs available during February and April school vacations; 50,000 copies of each of two issues were disseminated through the schools and the Boston Public Library.

School Climate/Holding Power

Student Attendance:

- Student attendance has stopped its recent decline and has increased by about 1% at each school level during SY1993-94.
- Eleven schools systemwide have already met the SY1994-95 standard for their respective levels.

Suspensions:

- Suspensions, both Occurrences and Pupils, have decreased at the middle and high school levels but increased at the elementary level.
- Three-fifths of elementary schools have met the SY1994-95 standards. A few of the middle and high schools have met the SY1994-95 standards.

Staff Attendance:

- Staff attendance is very high systemwide, 97%, at each school level.
- Overall, 30% of the schools have achieved the SY1994-95 standards. While the Staff Attendance rate for High Schools increased during SY1993-94, none of the high schools has reached the standard.

Round 1 First Choices

- Nearly two-thirds of the schools have already met the SY1994-95 standard for this indicator.
- The number of parents making First Choices in Round 1 has increased at each school level over SY1992-93.

Dropouts (Middle and High Schools only):

- There has been a steady and continual reduction in dropouts at both the middle school level (now 1%) and the high school level (now 8%).
- Three-quarters of the middle schools and nearly half of the high schools have already met the standard for SY1994-95.

Student Achievement

Promotions:

- The promotion rate has continued to increase systemwide since SY1991-92.
- More than sixty percent of the schools overall, including 75% at the elementary level, have already met the standard for SY1994-95.

Metropolitan Achievement Test Scores:

- In reading, four grades have median percentiles that are at or above the national average.
- Systemwide in reading, a slightly lower percentage of BPS students scored at or above the 50th percentile compared to the national norm group (i.e. 48% versus 50%).
- In mathematics, eight grades have median percentiles that are at or above the national average.
- Systemwide in mathematics, more BPS students scored at or above the 50th percentile than the national norm group (i.e. 55% versus 50%).
- Systemwide, during the past three years, there have been slightly more students scoring below the 40th Percentile (low range) on both the Reading and Mathematics tests than the national norm group.
- In terms of the SY1994-95 standards for students scoring in the low range, about 5% of the schools have met the standard for either the Reading or Mathematics test. At all levels, students are doing better on the Mathematics test than the Reading test.
- Systemwide, during the past three years, the number of students scoring above the 60th Percentile (high range) on the Reading test has been slightly lower than that of the national norm group.
- On the Mathematics test, the number of students scoring in the high range has been the same as the national norm group.
- By level, elementary level students are performing substantially better than the national norm group, middle school students nearly the same, and high school students below the national norm group on the Mathematics test. Systemwide, 12% of the schools have met the standard for SY1994-95 for students scoring in the high range.

School Involvement Practices

Eligible Students Taking the Metropolitan Achievement Tests:

- For both the Reading and Mathematics tests, during the past three years, there has been a 3% increase systemwide in the percentage of eligible students taking the test.
- Nearly 30% of the schools systemwide have met the standard for SY1994-95.

Special Education Prototype Changes:

- Special Education Prototype Increases have remained essentially the same during the past three years, systemwide 12% of the Special Education students have been moving into more restrictive classroom settings.
- About one-third of the schools have met the standard for SY1994-95.
- Systemwide, over the past three years the percentage of Special Education students with Prototype Decreases has remained about the same.
- In terms of the Prototype Decreases standard, two schools, one elementary and one high , have met the standard for SY1994-95.

Special Education New Referrals:

- There has been a small decrease in New Referrals to Special Education since SY1991-92.
- Systemwide, 31% of the schools, including three-fifths of the high schools and nearly half of the middle schools, have met the standard for SY1994-95.

Bilingual Education Lau Step Increases:

- Systemwide, during the past three years, the percentage of Bilingual Education students with Lau Step increases has risen from 24% in SY1991-92 to 29% most recently, SY1993-94. This reflects more students are moving toward the mainstream.
- Systemwide, 13% of the schools have met the standard set for SY1994-95.

In summary, the wealth of information contained in this report indicates that progress has been made in meeting the SY1994-95 standards for some of the indicators. Furthermore, at the elementary level, schools are doing relatively well on a number of the performance indicators in terms of meeting the standards set for SY1994-95, and in terms of recent changes, the elementary schools appear to be making some progress. Although at the middle school level there are some standards that have not been met by any schools, the trends over time suggest that middle schools are making progress toward meeting the standards for SY1994-95. At the high school level, there are also some indicators which have not been met, but the data over time suggest that high schools are making improvements in their performance and moving closer to meeting the SY1994-95.

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Introduction

Annual Systemwide Report: Performance Indicators and Accomplishments 1993-94

Introduction

No single indicator can give a complete picture of a school system, particularly one like Boston which enrolls nearly 60,000 students ranging in age from three to the early twenties, informs and involves over 100,000 parents, employs more than 5,000 professionals, and maintains a physical plant of over 125 buildings. In an effort to cope with the complexity of the school system, administrators and observers have tended to rely on one or two statistics at a time to describe the 'health' of the school system. These statistics have usually been annual dropout rates, Metropolitan Achievement Test scores, and/or promotion rates. Even though everyone realizes that a single number can be misleading, people have reported, commented, and often acted (or reacted) based upon the value, high or low, of a single statistic. It is not that any of the single statistics is 'wrong', but rather that a single static statistic is only one indicator of the complex functioning of the schools. A profile of the individual schools and the system as a whole will emerge only through the compilation of statistics representing a number of different indicators of school performance.

Over the past few years, there has been much work to develop a better way to describe the status of individual students, individual schools, and the entire school system. At the student level, this has involved work to develop and use ongoing assessment procedures and to provide more detailed information about performance on standardized tests such as the individual student report provided to teachers each fall. The ongoing assessment procedures are sometimes called 'performance

assessment', 'writing folders', 'portfolio assessment', etc. Also, the format of the student report card has been modified for the early grade levels to provide parents with more information about their child's performance.

At the school level, in the fall of 1992 and 1993, each school completed an End-of-Year Report for the previous school year. In the school's report, they presented evidence regarding their progress toward meeting school level goals and explanations of their efforts to make progress in seventeen specific quantifiable areas. The seventeen 'systemwide indicators' had been developed in consultations among the Boston Compact Measurement Committee,¹ the Superintendent, and the Zone Superintendents. These End-of-Year reports were used by the schools to refine their plan for Years 1 and 2 of their Three Year Education Plan which began in SY1992-93. Furthermore, in conjunction with provisions in the Boston Teacher's Union Contract, the SY1991-92 End-of-Year Reports were also used to help identify schools in need of intervention. Subsequently, the Zone Superintendents identified thirteen schools which were examined by intervention teams which made comments and recommendations regarding each school's strengths and weaknesses.

At the system level, the Systemwide Indicators reports for SY1991-92 and SY1992-93 have been published. The Education Planning process has continued; and the School Intervention Teams have been implemented. In March, 1993, the School Committee approved the adoption of specific standards for each of the seventeen indicators. The standards have been established as goals which schools would work to achieve by the end of the 1994-95 school year. At that time, the standards would be reassessed and schools would be assessed relative to their status vis a^ vis those standards. Thus, in terms of accountability, schools would have two and a half years to work toward achieving the systemwide standards. This report presents the results of the second year of the schools' efforts. (The standards for each indicator are described within the body of this report and are included also in Appendix B which is an excerpt from the Superintendent's Circular # 22, SY1993-94.)

How Is This Report Organized?

This *Annual Systemwide Report on Performance Indicators* is designed to provide information about the status of the system as a whole and to provide information about the various 'performance indicators' that have been identified for use in the assessment process. Thus, this report examines the status of the school system from two perspectives. The report begins with a section in which the performance indicators are combined according to three broad accountability categories, described below, to produce an overall, or aggregate, view of the progress of the school system during SY1993-94 and

¹ The Compact Measurement Committee is comprised of representatives from the school department, the business and academic communities, and the Boston Teachers' Union; they seek to insure that the measurement of school performance is accountable to the needs of the larger community.

Table A

School Performance Indicators		
School Climate/Holding Power	Student Achievement	School Involvement Practices
Daily Student Attendance	MAT6 Reading: Above 60th Percentile	Special Education Prototype Increase
Suspension Occurrences	MAT6 Math: Above 60th Percentile	Special Education Prototype Decrease
Pupils Suspended	MAT6 Reading: Below 40th Percentile	Special Education New Referrals
Staff Attendance	MAT6 Math: Below 40th Percentile	Bilingual Education Step Increase
Round 1 First Choices	Promotions	MAT6 Reading - Students Taking the Test
Dropouts		MAT6 Math - Students Taking the Test

the status of the school system as of June, 30, 1994 relative to the SY1994-95 standards. The final three sections, one for each of the broad categories, examine the performance indicators in greater detail with a two page summary for each indicator. The summary begins with a description of each indicator in terms of its definition, relevance, manner in which it is calculated, and its corresponding standard. Next, data for the past three school years are discussed and graphically represented by school level, (i.e., Elementary, Middle, and High) and for the system as a whole. The second graph and discussion give an indication of the prevalence of change among schools between SY1992-93 and SY1993-94. For each school level and systemwide, there is an analysis of the number of schools that have improved, declined, or stayed the same on the indicator during this time period. Finally, for each indicator there is a listing of the percentage and number of schools, by level and systemwide, that have already met or exceeded the SY1994-95 standard.

The seventeen indicators, listed above in Table A, are divided into three categories: (1) School Climate/Holding Power, (2) Student Achievement, and (3) School Involvement Practices. Thus, the schools are being evaluated on the degree to which they (1) provide a positive learning environment for both students and staff, (2) ensure that students succeed academically, and (3) ensure that all students participate as fully as possible in the daily life of the school. While these three categories are somewhat separate, they also are interrelated; the relationships among both the categories and the individual indicators are no doubt complex. Furthermore, the indicators are not meant to be a complete reflection of a school's accomplishments within each category. Rather, the categories provide a way of grouping and discussing the indicators.

While the bulk of this report is comprised of an indicator-by-indicator analysis, the reader is advised to keep in mind that the purpose of this report and indeed the purpose of identifying a set of

performance indicators is to provide a means to obtain a fuller picture of the status of the school system. Thus, in considering this wealth of data, the reader is urged to move back and forth between a focused examination of specific details and a more global look at the 'whole' picture.

What Is a Performance Indicator?

In September, 1994, each school received an 'End-of-Year Report' for SY1993-94 that provided approximately 200 different pieces of information about their school's functioning during the past three school years. Among the various data elements included in that report, seventeen performance indicators have been designated as the key indicators. These indicators were chosen for a variety of reasons including appropriateness, completeness, and availability. Annual Systemwide Report: Performance Indicators and Accomplishments 1993-94 report provides status information about these seventeen key indicators. Each indicator is fully described in the 'Analysis of Indicators' section of this report. (As a supplement to these seventeen indicators, schools received supporting data for seventeen additional indicators. These supporting indicators are listed in Appendix A, Table 1. The data for these supporting indicators are not presented in this report, but they were used at the local school level to determine specific areas on which to focus in the educational planning process. Appendix A also contains a methodology section which discusses technical background related to the various indicators and the analyses used in this report.)

The performance indicators are simply numbers. As numbers, the indicators are designed to provide a snapshot of small facets of this intricate, ever changing entity known as a school. Thus, the indicators should be viewed as signs or pointers about the successes, failures, and current status of individual schools and the school system as a whole. As numbers, the indicators should not be mistaken for the school itself. Finally, as numbers, the indicators should not be mistaken for the students, parents, teachers, school administrators and other members of the school community that have been involved in the complex activity known as education. Yet, as signs and pointers, the performance indicators are meaningful. Individually, performance indicators are starting points, not ending points in the process of understanding an individual school or the system as a whole. Taken together and combined with other information one has about a school, the performance indicators are the vital signs about a school's functioning which can be checked on a yearly basis to be sure that all is well with the school. Taken together, if the indicators highlight potential problem areas, more information will need to be obtained. Depending on the information obtained, the school may be in need of additional support or intervention. Procedures for this follow-up process have been detailed in the *Educational Planning Resource Guide* chapter on Intervention.

Where Do the Performance Indicators Data Come From?

Over the past seventeen years or so the Boston Public Schools, through the Office of Technology and Information Systems, has developed a comprehensive computerized central record keeping system. The information contained in this computer system comes from many different sources, and there are guidelines set up to ensure the integrity, accuracy, and confidentiality of the information. The data for the school performance indicators come from the schools, the Department of Implementation, the Department of Testing, the Special Education Compliance Unit, the Bilingual Education Lau Unit, and the Department of Safety Services.

What Is a Standard?

Between June and October, 1992, a great deal of analysis and examination of overall performance on the key indicators was undertaken. Members of the Boston Compact Measurement Committee worked very closely with the Superintendent and Zone Superintendents to review data and establish standards which would serve as intermediate term goals against which to measure progress of overall school performance. Central Office staff from Special Education and Bilingual Education as well as other relevant units were also consulted in the development of the standards. Past practice and the research literature on student performance and school effectiveness were both used as a basis for developing the standards.

Standards have been set relative to two types of comparisons. Some standards have been set relative to a fixed number. These include student attendance, percent promoted, percent eligible taking the MAT6, Special Education Prototype Changes, Bilingual Program Step Increases, and Staff Attendance. A specific number has been set as a goal for each of those indicators, e.g., a promotion rate of 98% for elementary schools. Other standards have been set in terms of comparison with baseline performance (i.e., Suspensions, Standardized Test Score Achievement, Special Needs Prototype Referral Rates). For these standards the base comparison school year is 1991-1992. (Please refer to Appendix B for a full description of each Standard.)

The purpose for setting standards was to focus the entire BPS educational community on ambitious but achievable goals for performance on those indicators that research has shown to be appropriate measures of school effectiveness. The process of setting standards has been done deliberately and carefully. When a standard is set, the system is making a commitment to working to achieve the standard within three years. In recognition of the fact that improving a whole school system is an ambitious undertaking, the final attainment of the goals is not expected until the 1994-1995 school year. At that time, it is planned that all schools will have attained or surpassed the standards.

Systemwide Indicators in Context

While this report provides a summary of the status of the BPS regarding seventeen different performance indicators, it is important to provide a framework or context to help in the interpretation of these accountability indicators. The context is the sum total of a myriad of factors that affect students, teachers, administrators and other members of the school community on a daily basis. The context includes things such as the size, age, and condition of the school buildings, education level of the students' parents, status of the local economy, quality of the text books and other educational materials used by students, and crime in the city to name but a few factors. Some of these factors are under the control of the school department while others are simply 'givens'. Below is a brief listing of some quantitative measures of the factors affecting the school system. Figures are drawn from the *1993-94 School Profiles* (in production). Definitions of terms may be found in any volume of the *School Profiles*.

Staff

As of June, 1994 there were 4,272 teachers, 319 administrators, 254 professional support staff, 958 paraprofessionals, and 143 clerks/secretaries working for the BPS. Among teachers, 67% had an advanced degree, most commonly a Master's degree with additional coursework beyond the Master's level.

Budget

For the 1993-94 school year, the BPS was budgeted \$349,653 million in city funds and nearly \$71 million in external funds to provide a wide range of services to meet the educational and related needs of its students.

Students

Enrollment and Mobility: During the course of the 1993-94 school year, 59,613 students were enrolled at one point or another in the BPS. Among these students, one in five was enrolled for less than the full year. While the number of students enrolled on any given day fluctuated, as of June 30, 1994 there were 59,502 students enrolled in grades K0 through 12. By level, there were 31,869 students in grades K0 through Grade 5, 10,324 in grades 6 through 8, and 17,308 in grades 9 through 12.

Special Education: In SY1993-94, BPS served 12,042 special education students who received services based on their Individual Education Plans. Of the 12,042 Special Education students, nearly 40% were in substantially separate classrooms (i.e., students with a Special Education Prototype of .4). The next largest group of Special Education students (31%), (i.e., students with a .2 Prototype) spent the majority of their day in regular education classroom settings. In addition, at a number of schools innovative approaches were being used to provide services for .4 students in regular classroom settings.

Bilingual Education: In addition to instruction in English, for those students who are not yet proficient in English, the BPS offers courses in English as a Second Language, and for nine language groups, instruction in most subject areas in the student's native language. As of June 1994, one student in six (10,453) was enrolled in the Bilingual Education Program and received some or nearly all instruction in his or her native language. The majority of Bilingual Education students (59%) received essentially all their academic instruction in their native language. To increase interaction among regular education and bilingual education students, there were a few schools with 'two-way' programs in English and Spanish, and various schools were implementing their own more limited initiatives to promote interactions between these two groups of students.

Economic Status: While the school department does not have information on students' economic background, based on those students who apply and qualify for free or reduced lunches, approximately 74% of the elementary school students, 75% of the middle school students, and 35% of the high school students were classified as 'children from low income families' according to federal Chapter 1 guidelines. (At the high school level, the number of students who apply and qualify for free and reduced lunches is believed to be an underestimate of the number of poor families because of the students' reluctance to apply for the subsidy.) At the school level, this means that nearly all (99%) of the elementary schools and all of the middle schools had at least half of their students qualify for this federal subsidy. Furthermore, 42% of the elementary schools and 74% of the middle schools had more than three quarters of their students who were classified as students from low income families.

As this brief listing of factors which affect the schools suggests, each school had its own unique mix of resources and challenges as the educational process unfolded during SY1993-94. (While the uniqueness of each school is not captured in this systemwide report, the Educational Planning Process is designed so that each school does have the opportunity to comment on its own progress during the year as part of its End-of-Year Report.) These statistics do not fully portray capture the daily life of the schools but they can help to provide the reader with a context or frame of reference to interpret the remainder of this report.

Highlights of Major Accomplishments

Highlights of Major Accomplishments During The 1993-1994 School Year

While the real accomplishment of the school system is the day-to-day education of nearly 60,000 children, there are countless additional activities beyond the daily routine which are designed to enhance the school system's capabilities. During the past year, the BPS community has been involved in a wide and extensive range of activities to fulfill our mission to the school children of Boston. Below is a brief listing of the many activities and accomplishments that have occurred during the past year in each of the BPS seven shared Goals. This brief listing is representative of the far reaching efforts that have occurred at all levels within the school system from individual teachers and principals as well as the Zones, Central Office and the School Committee and extending beyond the school system to business, academic, and cultural organizations. For a full list of the seven BPS Shared Goals please refer to Appendix C.

Goal #1: Improved Student Performance

- Recorded an increase in overall student attendance from 88.1% in 1993 to 88.8% in 1994.
- Recorded the lowest dropout rate in eighteen (18) years of an annual rate of 8%.
- Received an award of \$3 million Magnet School Assistance grant which will fund a replication of Project Promise, expansion of the Finance Academy program, and creation of three performing arts schools.
- Established the Boston Music Education Collaborative providing for the infusion of music across all subject areas in seven (7) selected elementary and three (3) middle schools grades 1 and 6. The Boston Symphony Orchestra, the New England Conservatory of Music, WGBH and the BPS are members of the collaborative.
- Developed for implementation two (2) new alternative education programs (i.e. Community Academy Programs at the Roxbury Boys and Girls Club and the Multicultural Middle College Program at Roxbury Community College).
- Revised the Homework Policy for all grades, Kindergarten through grades 12.
- Implemented the modifications to the Controlled Choice Student Assignment Guidelines based on the recommendations approved by the School Committee in December, 1993, this is earlier assignment period, sibling priority, earlier notification to parents and increased flexibility in assignment.
- Increased breakfast and lunch participation by 2%.
- Enriched Law Education Programs through a partnership with Suffolk University Law School, the Boston Bar Association (summer internships in law firms) and the Massachusetts Supreme Judicial Court (Judicial Youth Corp. Program).

Accomplishments

- Developed and distributed a Middle Level Testing Level Booklet highlighting effective strategies for preparing and motivating students for the Metropolitan Test in math and reading.
- Developed and implemented a Purchase Order tracking database which allows for more accurate receiving of educational materials, more prompt payment of vendors and improved vendor response to early shipment requests.
- Received a National Science Foundation (NSF) Planning Grant of \$100,000 for mathematics and science.
- Increases Scholastic Aptitude Test (SAT) Scores by two (2) points and developed an "SAT Improvement Plan.
- Implemented curriculum review and planning effort.
- Supplied an additional three hundred (300) computers for use in the classroom.
- Acquired through donations about four hundred fifty (450) pieces of computers equipment, including one hundred fifty (150) computers, for classroom use. These contributions were valued at approximately a quarter of a million dollars.
- Maintained the number of grades scoring at or above the national average in Mathematics and developed an NSF proposal for \$5 million dollars.

Goal #2: State of the Art Vocational-Technical Education

- Reorganized Madison Park Vocational/Technical High School into five (5) vocational clusters. Appointed an Executive Director to lead and manage the program.
- Selected by the US Department of Labor as one of three demonstration sites for national School-to-Work Initiative legislation. The Boston Public School / Private Industry Council program ProTech was visited by Secretaries Reich and Riley, April, 1994, and cited as National model.
- Awarded a \$1.2 million collaborative grant by the US Departments of Labor and Education in collaboration with the Boston Compact and the Private Industry Council for expansion of ProTech and revitalization of school-to-work programs in Boston high schools.

Goal #3: Revitalize School Athletic Programs

- Established clearer criteria for eligibility for student athletes and developed a computer based system to monitor eligibility.

- Expanded physical education and team competition opportunities for severely handicapped students through the Massachusetts Special Olympics program. Special Needs teams won three state championships and one of the teams was invited to participate in the International Special Olympics.
- Introduced a Golf and Lacrosse Program on a pilot basis at the middle school level through the Sports and Physical Fitness Partnership.
- Developed and implemented a computerized inventory control process for sports equipment and supplies.
- Formed the Boston Public School Sports and Fitness Partnership to improve the quality and expand the athletics and physical education programs.
- Refurbished fields at West Roxbury High School (Football & Baseball), English - Soccer, Charlestown - Softball (in-progress).
- Completed a new irrigation system at White Stadium.
- Installed a new gymnasium floor at West Roxbury High School.
- Initiated planning for refurbishing projects in several school gymnasiums.
- Won two state championships in football (Division 5).

Goal #4: Improve Services to a Diverse Population

- Collaborated with post-secondary institutions in the award of at least \$11,320,285 (figure reported for 86% of graduates) in grants and scholarships for Boston graduates.
- Developed and piloted a Special Education Inclusion Plan in thirty (30) schools to provide special education students with mainstreaming opportunities to maximum degree possible and feasible. Continued planning and staff training continued by all of the remaining schools.
- Expanded program options for monolingual and bilingual SPED students.
- Increased ESL instruction at Dorchester and English High Schools.
- Encouraged and supported student visits to Japan, France, Italy, and Canada to participate in multicultural exchange programs.
- Expanded school medical services and increased the number of school nurses by eight (8) positions and established the positions of Health Paraprofessional and Nurse Mentor (5 positions).

Accomplishments

- Increased efforts to expand the number of Junior Reserve Officer Training Programs (JROTC) in the Boston schools.
- Completed alterations at the Gavin Middle School to accommodate students coming back from private special education placements.

Goal #5: Strengthen School-Based Management & Increase Educational Accountability

- Provided orientation and training for eighty-two (82) schools new to School Based Management / Shared Decision Making (SBM/SDM) thereby bringing all schools into the program.
- Provided a series of 34 workshops for continuing School-Site Councils on topics relevant to SBM/SDM, (e.g., budgeting, personnel, adoption of waivers, etc.).
- Successfully negotiated BTU 1993-1994 and 1994-1997 contracts that are historic in their implications as to decentralized decision making, strengthened school based management, and increased responsibility and authority at the school level. Contracts with most of the other bargaining were also negotiated successfully.
- Implemented the Decentralization Plan for the Boston Public Schools establishing three level offices (Elementary, Middle, High School) and deploying central staff to the levels.
- Provided SBM/SDM orientation and training for senior managers.
- Implemented the Automated Student Attendance System in all elementary schools. All schools are now participating in this computerized system.
- Updated the Code of Discipline to reflect changes in discipline procedures as required by MGL Chapters 71 and 380.
- Provided on-going staff development and consultation at all school levels in the areas of strategic planning, interpretation of data, and analysis of systemwide indicators.

Goal #6: Continue Fiscal Accountability

- Received federal grants totaling \$37.9 million dollars to support student programs and services.
- Awarded grants totaling \$8.5 million dollars from the state to support student programs and services.
- Balanced the School Department budget for the fourth consecutive year.
- Installed Energy Management Systems in sixteen (16) schools.

- Received Energy Conservation Award presented by the Boston Edison Company.
- Initiated modified work schedule program, risk management, employer training, aggressive case monitoring techniques, automated billing and tracking systems and other innovations in Workers' Compensation program to reduce costs and bring employees back to work sooner.
- Installed new energy efficient lighting systems in ten schools.
- Installed new Centrex telephone system throughout the school system.
- Installed an additional ninety-two (92) computers to improve managerial and operational efficiency.

Goal #7: Strengthen Community Partnerships and Improved Coordination

- Collaborated in the development of a New Boston Compact signed by the Compact Steering Committee in January, 1994. This is the first Compact to fully integrate all partnerships and services between higher education, business and Boston Public Schools. Three new signatories were included: human service providers, cultural institutions, and parents.
- Formed eleven (11) new business partnerships for Boston schools.
- Collaborated in the 1993 Boston Summer Jobs Program which placed 2,954 BPS students in summer jobs, with an average wage of over \$6 hourly, reported to be the highest of any summer jobs program in the nation.
- Collaborated with the Boston Higher Education Partnership which made pro bono contributions to BPS of over \$23 Million, including over \$11 million in student scholarship support.
- Developed a collaboration between the Boston Public Schools, the Department of Mental Health and community mental health agencies which resulted in enhanced school based mental health services in all middle schools. The program provided counseling services and classroom presentations on violence prevention.
- Developed a Memorandum of Affiliation for school based mental health agencies which will be disseminated during the 1994-1995 school year. The memorandum outlines responsibilities, reporting procedures and standards of services for those providing human and social services in school.
- Introduction of a new publication for parents - "Good Ideas" with activities and programs available during February and April school vacations; 50,000 copies of each of two issues were disseminated through the schools and the Boston Public Library.

Accomplishments

- Developed and distributed "Connections", a monthly newsletter for staff in the Boston Public Schools.
- Developed a Partnership Committee that met monthly with university and cultural partners and community organizations for the purpose of strengthening existing partnerships, establishing new relationships for schools which need support, and disseminating strategies on successful partnerships.
- Initiated planning of a Collaborative Partnership with the Attorney General's Office, the District Attorney's Office, Department of Youth Services, the Probation Department and the Boston Police Department, to develop lines of communication regarding students who are court involved.
- Collaborated with Bain and Company in management training and support to the Middle School Level.

As this relatively brief list of activities and accomplishments demonstrates, the school community is working diligently and effectively to move ahead to improve all facets of the school system in order provide the best possible educational opportunities and outcomes for Boston's students. The initial impact of these efforts is examined in the following pages of this Annual Systemwide Indicators Report.

Analysis of Individual Performance Indicators

School Climate/ Holding Power Indicators:

1. Student Attendance
2. Suspension Occurrences
3. Pupils Suspended
4. Staff Average Daily Attendance
5. Round 1 First Choices
6. Annual Dropout Rate

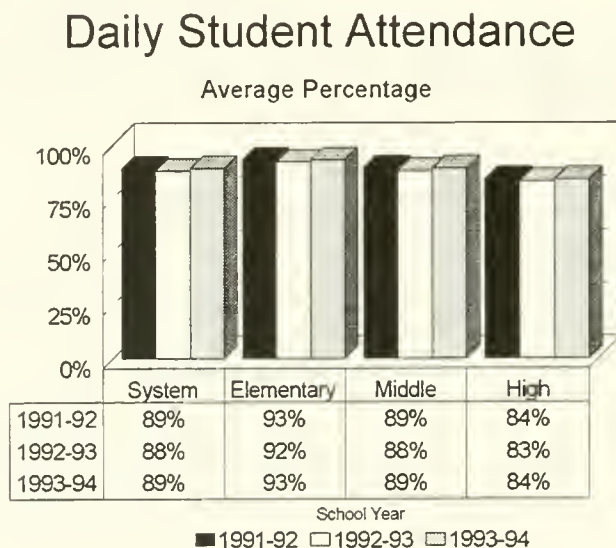
Student Average Daily Attendance

Description and Standard

Student attendance is an indicator of student exposure to school instruction. High student attendance is obviously a basic requirement underlying school effectiveness. Student attendance is a percentage calculated as the average daily attendance divided by the average daily membership based on data provided by each school to the Records Management Unit. The percentage is computed only from the particular grades in each school, excluding kindergarten. **STANDARD:** *The Average Daily Student Attendance standard is 95% for the elementary level, 92% for the middle level, and 90% for the high school level.*

Findings for 1993-94

Systemwide the Daily Student Attendance Rate was 89%. By level, the attendance rate was 93% for elementary, 89% for middle, and 84% for high.



Historical Perspective

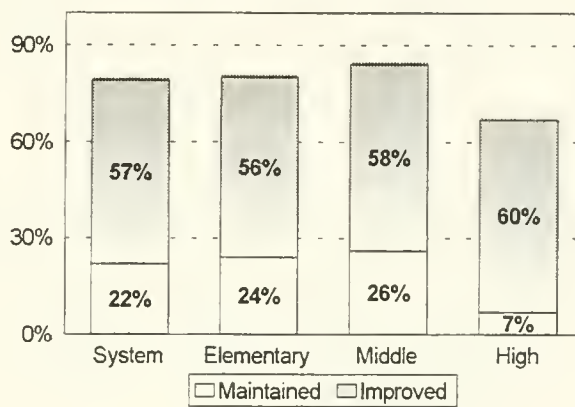
After a slight decrease in SY1992-93, the daily student attendance rates at all three levels and systemwide returned in SY1993-94 to their levels of SY1991-92.

Change Between SY1992-93 and SY1993-94

Fifty-seven percent of the schools improved their Average Daily Student Attendance. Greatest improvement occurred among high schools (60%). Over half the schools at all levels showed improvements. Systemwide, 79% of the schools either maintained or improved their previous year's attendance level.

Daily Student Attendance

Percent of Schools, Maintained and Improved



SY1992-93 to SY1993-94

Status Relative to the 1994-95 Standards

At the end of Year Two (i.e., 1993-94), the following percentages (and number) of schools had already achieved the standard for 1994-95:

■ Systemwide:	10%	(11)
■ Elementary School Level:	6%	(5)
■ Middle School Level:	16%	(3)
■ High School Level:	20%	(3)

Suspension Occurrences

Description and Standard

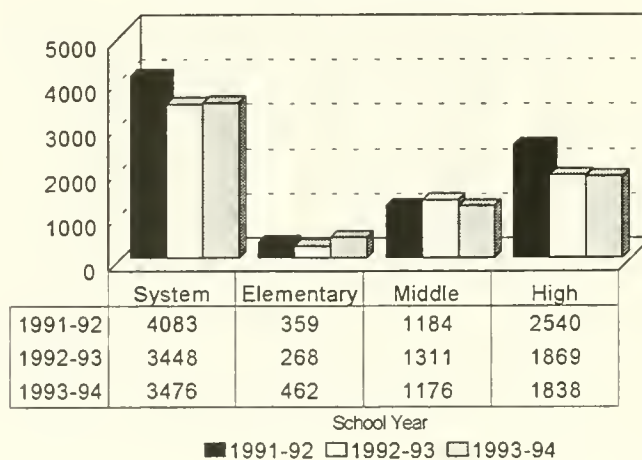
Suspension occurrences indicate a problem which has an impact on the total school climate and atmosphere. Since this number reflects the total number of suspension occurrences recorded during the school year, students may be counted more than once. The data reflect suspension activity at each school during the year, even for students who transfer to another school before the end of the year (so students may be counted at more than one school). **STANDARD:** *For all levels, the number of suspension occurrences will decrease by 50% from what it was for SY1991-92.*

Findings for 1993-94

Systemwide the number of Suspension Occurrences was 3,476. For the elementary level the number was 462; for the middle school level it was 1,176; for the high school level it was 1,838.

Suspension Occurrences

Total Number of Occurrences



Historical Perspective

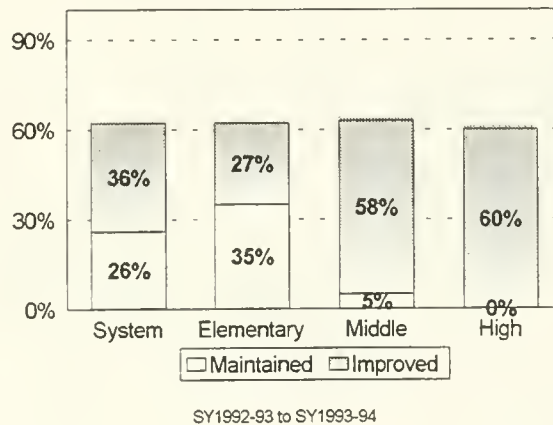
Systemwide, during the past three years, the total number of suspension occurrences declined 15% from SY 1991-1992. The pattern was generally reflected across the three school levels. The data show a 7% increase at the elementary level, a 1% decrease at the middle school level, and a 28% decline at the high school level.

Change Between SY1992-93 and SY1993-94

Thirty-six percent of the schools improved by showing decreases in the number of suspension occurrences between SY1992-93 and SY1993-94. Over half of the high schools (60%) and middle schools (58%) improved by decreasing their number of suspension occurrences. Sixty-two percent of the elementary schools either maintained or improved on this indicator. The large number of elementary schools maintaining is due primarily to the fact that many elementary schools suspended no students at all in either year. It should be noted that at the elementary level the numbers are small; thus the percentage of change should be interpreted cautiously. Systemwide, 62% of the schools either maintained or improved (decreased) their number of suspension occurrences.

Suspension Occurrences

Percent of Schools, Maintained and Improved



Status Relative to the 1994-95 Standards

At the end of Year Two (i.e., 1993-94), the following percentages (and number) of schools had already achieved the standard for 1994-95:

■ Systemwide:	48%	(54)
■ Elementary School Level:	61%	(48)
■ Middle School Level:	16%	(3)
■ High School Level:	20%	(3)

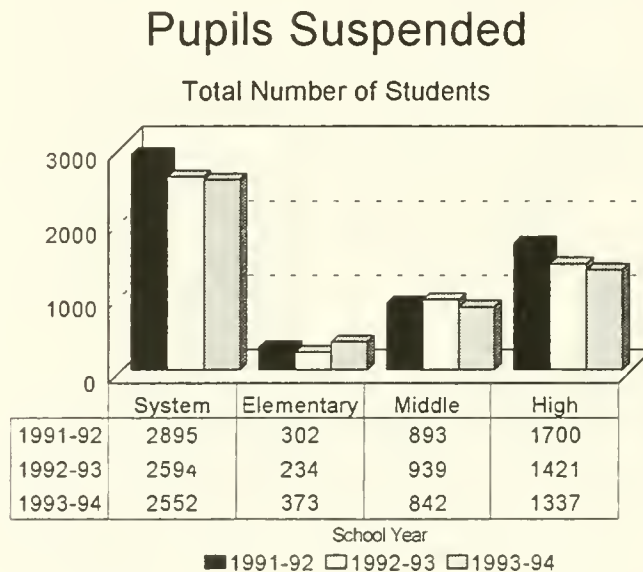
Pupils Suspended

Description and Standard

If many pupils are suspended, there is a problem which has an impact on the total school climate and atmosphere. If a school has many more suspension occurrences than suspended pupils, it means that a few students are being suspended repeatedly. Data reflect suspension activity at the school during the year even if a student transfers to another school before the end of the year (so a student may be counted at more than one school). **STANDARD:** *For all levels, the number of pupils suspended will decrease by 50% from what it was for SY1991-92.*

Findings for 1993-94

Systemwide the number of Pupil Suspensions was 2,552. The number was 373 at the elementary level, 842 at the middle level, and 1,337 at the high school level.



Historical Perspective

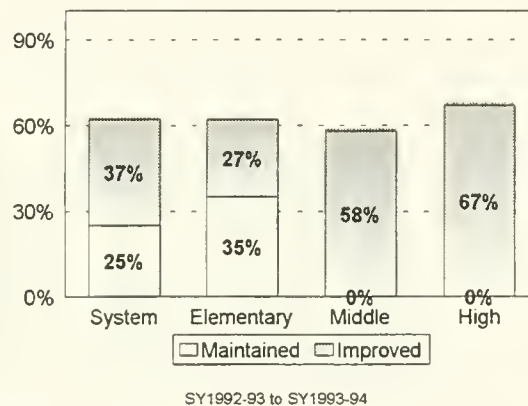
Systemwide, during the past three years, the total number of pupil suspensions declined 12% from SY1991-1992. This pattern was reflected across the three school levels. While there was a 24% increase in the number of pupils suspended at the elementary level, there was a 6% decrease at the middle school level, and a 21% decrease at the high school level.

Change Between SY1992-93 and SY1993-94

Almost two thirds of the schools systemwide either showed improvement (decrease in number) or maintained their current number of pupils suspended between SY1992-93 and SY1993-94. Over half of the middle and two thirds of the high schools showed improvement in the number of pupils suspended between SY1992-93 and SY1993-94. One third of the elementary schools maintained the same number of pupils suspended, in large part because a number of elementary schools suspended no students at all in either year. It should be noted that for many elementary schools, the number of pupils suspended is very small and, thus, changes should be interpreted with caution.

Pupils Suspended

Percent of Schools Maintained and Improved



Status Relative to the 1994-95 Standards

At the end of Year Two (i.e., 1993-94), the following percentages (and number) of schools had already achieved the standard for 1994-95:

■ Systemwide:	49%	(55)
■ Elementary School Level:	63%	(50)
■ Middle School Level:	16%	(3)
■ High School Level:	13%	(2)

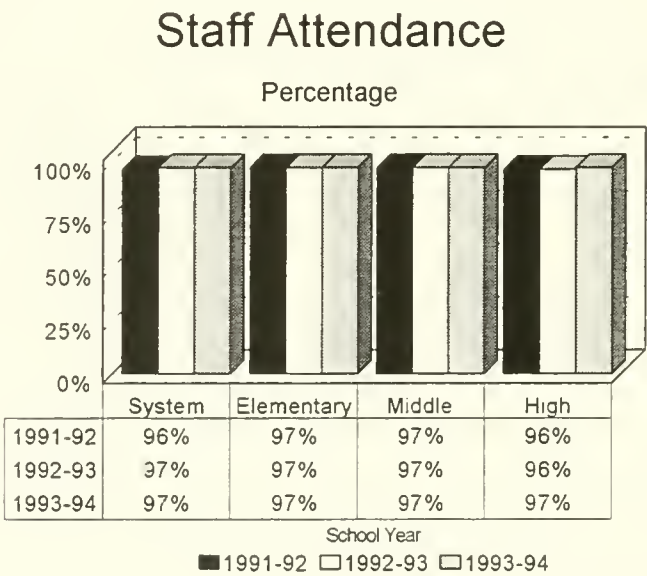
Staff Attendance

Description and Standard

While absences due to illness are inevitable, high staff attendance is a prerequisite for high standards in the delivery of school services. "Staff" refers to administrators, teachers, and professional support staff. Days absent include only sick days. Attendance at approved educational conferences, personal days, and approved leaves are excluded. Staff attendance is calculated as the total number of staff days present divided by the total number of staff days possible. **STANDARD:** *The Average Staff Attendance standard is 98% for all levels.*

Findings for 1993-94

Systemwide, the Staff Attendance Rate was 97%. For the three levels separately, it was also 97%.



Historical Perspective

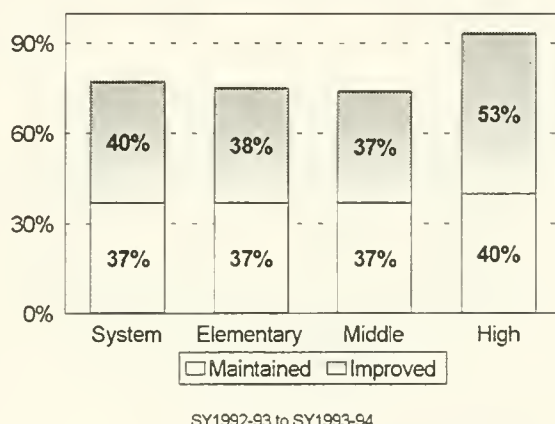
Systemwide, the average daily staff attendance percentage has risen one percentage point, from 96% in SY1991-92 to 97% this year. Both elementary and middle school staff attendance have remained at 97% throughout the period; at the high school level, average daily staff attendance increased from 96% to 97%.

Change Between SY1992-93 and SY1993-94

Seventy-seven percent of schools maintained or improved their level of staff attendance. Notably, over half the high schools (53%) improved their level of staff attendance.

Staff Attendance

Percent of Schools, Maintained and Improved



Relative to the 1994-95 Standards

At the end of Year Two (i.e., 1993-94), the following percentages (and number) of schools had already achieved the standard for 1994-95:

■ Systemwide:	30%	(34)
■ Elementary School Level:	39%	(31)
■ Middle School Level:	16%	(3)
■ High School Level:	0%	(0)

Round 1 First Choices

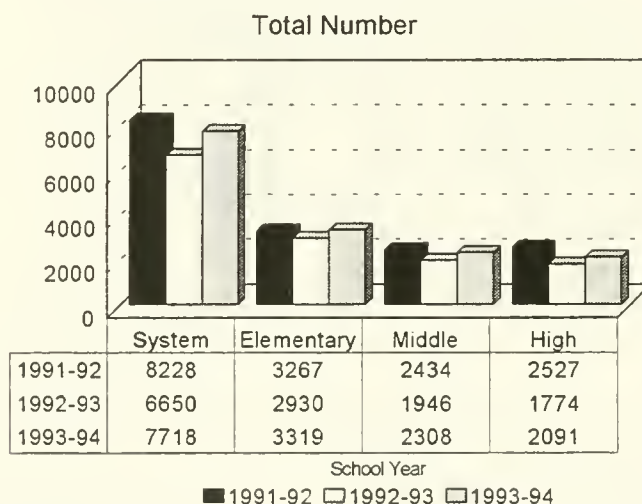
Description and Standard

The number of students' families requesting a school as a first choice is the number of regular education students who requested the school as their top choice in the first round of the student assignment process for grades 1, 6, and 9. It is an indicator of the desirability of the school as seen by students and their parents or guardians. In the case of first grade, those whose child had a guaranteed seat and therefore did not make a choice are not included in the counts. Regular education students only were included in these analyses, since the choices of other students (such as Bilingual or Special Needs) are more constrained by the availability of specific programs. **STANDARD:** *For all levels, the number of first choices will increase relative to the previous year.*

Findings for 1993-94

Systemwide the number of Round 1 First Choices was 7,718. For the elementary level the number was 3,319; for the middle school level it was 2,308, and for the high school level it was 2,091¹.

Round 1 First Choices



Historical Perspective

In data which are combined by level, the number of Round 1 first choices is not a measure of school desirability. Instead, it indicates the total number of parents/guardians actively pursuing the choice option. Systemwide, this number has decreased 6% from SY1991-1992. This decrease is reflected at the middle school level with a 5% decrease and at the high school level with a 17% decrease. However, there was a 2% increase at the elementary level. (It should be noted that in SY1992-93 parents had two weeks rather than the usual month to submit their choices for Round 1.)

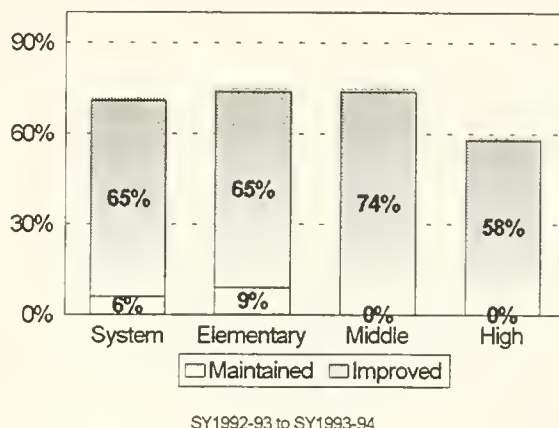
¹ This indicator is not the measure used by Willie and Alves in their report on School Choice. Their report addressed the question: How many students were assigned to one of their top three choice schools after five rounds? The Round 1 First Choice indicator addresses the question: How many first choices were designated to a particular school in the first round? The two questions are unrelated.

Change Between SY1992-93 and SY1993-94

Three-quarters of the middle schools, two-thirds of the elementary schools and over half of the high schools showed improvements in the number of times they were listed as "first choice" during Round 1 of the student assignment process. Systemwide, 71% of the schools showed improvements on this indicator.

Round 1 First Choices

Percent of Schools, Maintained and Improved



Status Relative to the 1994-95 Standards

At the end of Year Two (i.e., 1993-94), the following percentages (and number) of schools had already achieved the standard for 1994-95:

■ Systemwide:	65%	(72)
■ Elementary School Level:	65%	(51)
■ Middle School Level:	74%	(14)
■ High School Level:	58%	(7)

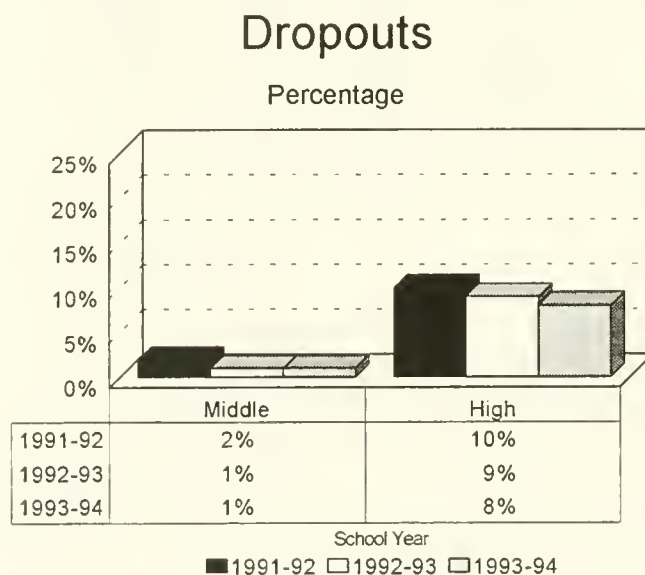
Dropouts

Description and Standard

The dropout rate is generally regarded as one index of a school's holding power. According to state guidelines established in SY1991-92, students in grades 6-12 are counted as dropouts if they leave school during the year from July 1 to June 30 for any reason other than transfer, graduation, death, or expulsion with an option to return, regardless of whether or not they are 16 years old. This indicator applies primarily to high schools. Please note that for dropout data reporting, Middle and High refer to grades 6-8, and 9-12 respectively, regardless of the actual administrative level to which a school reports. **STANDARD:** *The annual dropout rate will decrease from what it was for SY1991-92 by 1 percentage point for middle schools and 3 percentage points for high schools.*

Findings for 1993-94

The Dropout Rate was 1% for grades 6-8 and 8% for grades 9-12.



Historical Perspective

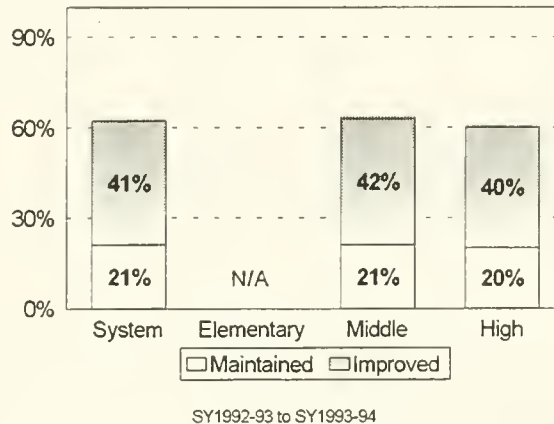
During the past three years, the annual dropout rate for grades 9-12 has declined from 10% to 8%. For grades 6-8, the dropout rate has declined from 2% to 1%.

Change Between SY1992-93 and SY1993-94

Over two fifths of the middle and high schools had decreases in their dropout rate between SY1992-93 and SY1993-94². Systemwide, 62% of the schools maintained or improved their dropout rates.

Dropouts

Percent of Schools Maintained and Improved



Status Relative to the 1994-95 Standards

At the end of Year Two (i.e., 1993-94), the following percentages (and number) of schools had already achieved the standard for 1994-95:

■ Systemwide:	62%	(21)
■ Elementary School Level:	N/A	N/A
■ Middle School Level:	74%	(14)
■ High School Level:	47%	(7)

² For this analysis, data for the Tobin, Hernandez, McKay, and S. Greenwood schools were not included even though they have students in grades 6-8; these schools are held to elementary school standards, and there is no dropout standard for elementary schools.)

Student Achievement Indicators:

1. Metropolitan Achievement Test performance: Students Scoring Above the 60th Percentile in Reading
2. Metropolitan Achievement Test performance: Students Scoring Above the 60th Percentile in Mathematics
3. Metropolitan Achievement Test performance: Students Scoring Below the 40th Percentile in Reading
4. Metropolitan Achievement Test Performance: Students Scoring Below The 40th Percentile In Mathematics
5. Promotions

Student Achievement Indicators

Overview

Just as multiple indicators are required to achieve a broader and more valid assessment of school performance, student performance similarly requires multiple perspectives in order to obtain a broader view of how individual students within the system as a whole are performing. For this reason, this section on **Student Achievement** contains the Systemwide Indicators as well as additional Metropolitan Achievement Test analyses. Included in this section are:

- 1) Analysis of the Metropolitan Achievement Test Performance (MAT6): Reading and Mathematics;
- 2) Systemwide Indicators.

Analysis of the Metropolitan Achievement Test Performance (MAT6): Reading and Mathematics

Students Scoring Above the National Median

For each of the subject test areas, performance is presented in two ways. The first set of graphs examines the percentage of students obtaining percentiles of 50 or higher on the Metropolitan Achievement Tests in reading and mathematics. These percentages are compared with those of the national norming sample.

The next set of graphs shows the median percentiles by grade. Again, the percentiles for each grade are shown relative to the national average.

Systemwide Indicators

The following systemwide indicators associated with standards are also examined:

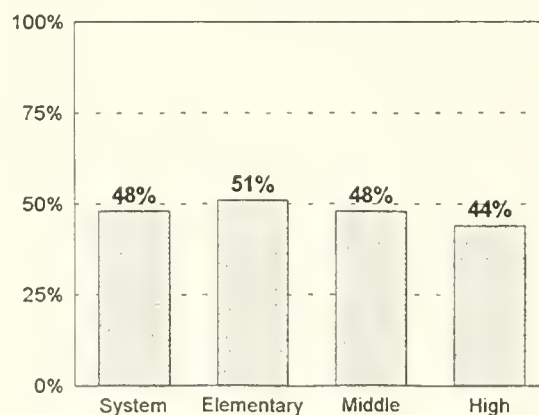
- 1) MAT6 above the 60th percentile - Reading
- 2) MAT6 above the 60th percentile- Mathematics
- 3) MAT6 below the 40th percentile - Reading
- 4) MAT6 below the 40th percentile - Mathematics
- 5) Promotions

Percentage of Students Scoring At Or Above the National Median: Reading

Background: One way to compare how a school system is performing relative to the rest of the nation is to look at the percentage of students scoring at or above the national median, the 50th percentile on standardized tests. The 50th percentile is an average score in the sense that half the students in the norm group scored below this point and half scored above it. During the standardization program, a careful process of sampling was carried out to ensure that the norm group represented as closely as possible the composition of students nationally in terms of geographical distribution, size of school systems, ethnic composition, socioeconomic status, and public versus nonpublic schools. Approximately a quarter of a million students nationwide participated in this test standardization program. It should be noted that comparing BPS students to a national norm group is not the same as comparing BPS to average performance of other urban school systems because a national norm group includes children from suburban and rural settings as well as from private and privileged school settings.

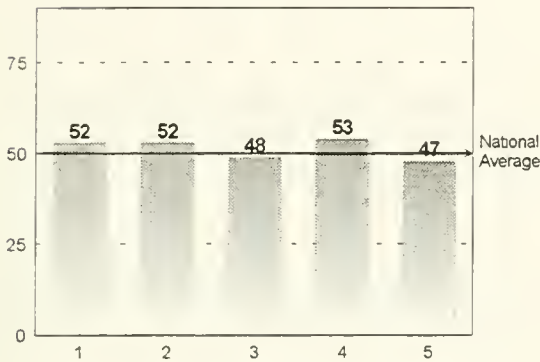
Findings: Systemwide, 48% of BPS students obtained a percentile score of 50 or higher in reading. This indicates that almost the same percentage of students scored at or above the 50th percentile in Boston as did nationally for reading. Elementary students showed above average performance with 51% of the students scoring at or above the 50th percentile, and 48% of middle school students and 44% of high school students obtained scores at or above the 50th percentile.

Percent of Students At or Above the National Median
Metropolitan Achievement Tests: Reading
SY1993-94



Metropolitan Achievement Test in Reading: Median Percentiles for SY1993-94

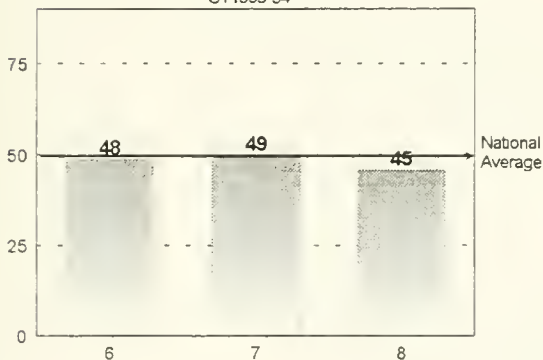
MAT6 Median Percentiles
Elementary School Level: Reading
SY1993-94



Elementary School Level (Grades 1 - 5)

Medians for three of the five grades are above the national average. Grades 3 and 5 are slightly below the national average.

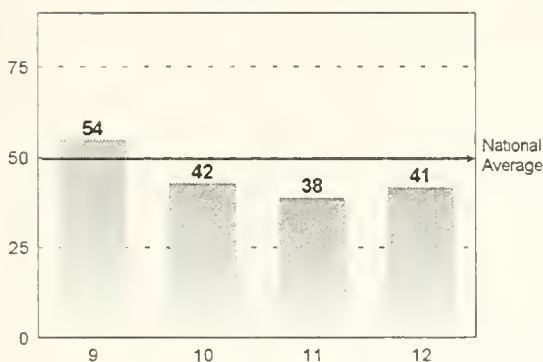
MAT6 Median Percentiles
Middle School Level: Reading
SY1993-94



Middle School Level (Grades 6 - 8)

Medians for all grades are slightly below the national average.

MAT6 Median Percentiles
High School Level: Reading
SY1993-94



High School Level (Grades 9 - 12)

Grade 9 median is above the national average. The medians for grades 10 -12 are below the national average.¹

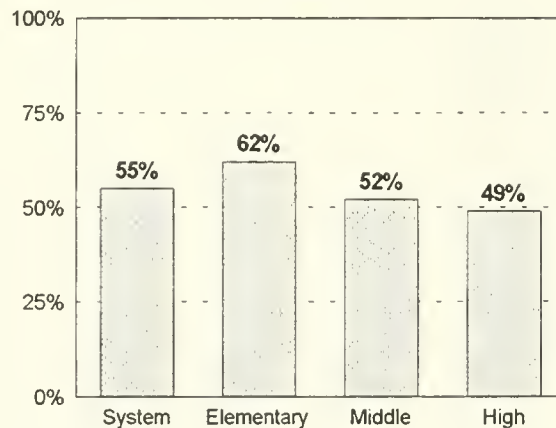
¹ Please note that the grades listed in these three charts include all students regardless of the actual administrative level to which a school reports.

Percentage of Students Scoring At Or Above the National Median: Mathematics

Background: Please refer to the READING section for details of the background.

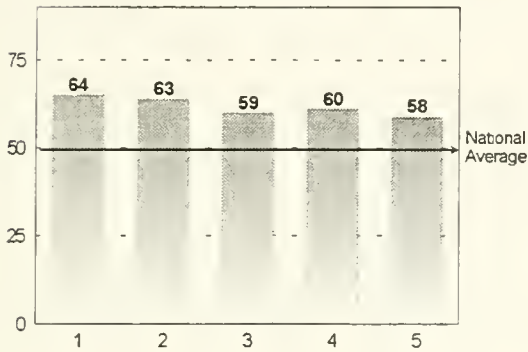
Findings: Systemwide, 55% obtained a percentile score of 50 or higher in mathematics. This indicates that about 5% more students scored at or above the 50th percentile in Boston than did students nationally in mathematics. All three levels showed close to average, or above average performance with 62% of elementary school students, 52% of middle school students and 49% of high school students receiving percentile scores of 50 or higher.

Percent of Students At or Above the National Median
Metropolitan Achievement Tests: Mathematics
SY1993-94



Metropolitan Achievement Test in Mathematics: Median Percentiles for SY1993-94

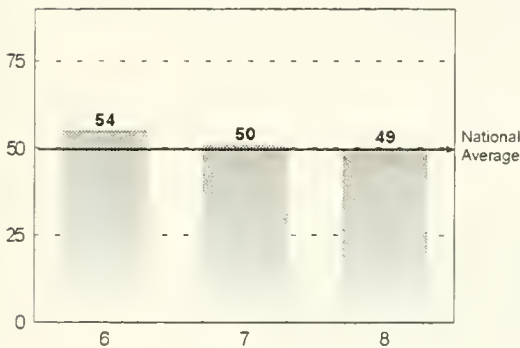
MAT6 Median Percentiles
Elementary School Level: Mathematics
SY1993-94



Elementary School Level (Grades 1 - 5)

Medians for all grades are 8 to 14 percentile points above the national average. Please note that the grades listed in these three charts include all students regardless of the actual administrative level to which a school reports.

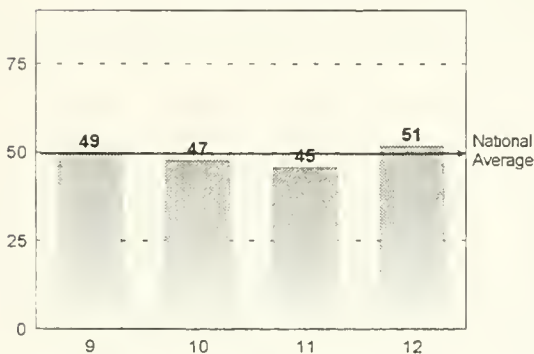
MAT6 Median Percentiles
Middle School Level: Mathematics
SY1993-94



Middle School Level (Grades 6 - 8)

Grade 6 performance is 4 percentile points above the national average. Medians for grades 7 and 8 are at or about the national average.

MAT6 Median Percentiles
High School Level: Mathematics
SY1993-94



High School Level (Grades 9 - 12)

The median for grade 12 is above the national average. The medians for grades 9 - 11 are slightly below the national average².

² Please note that the grades listed in these three charts include all students regardless of the actual administrative level to which a school reports.

Metropolitan Achievement Test

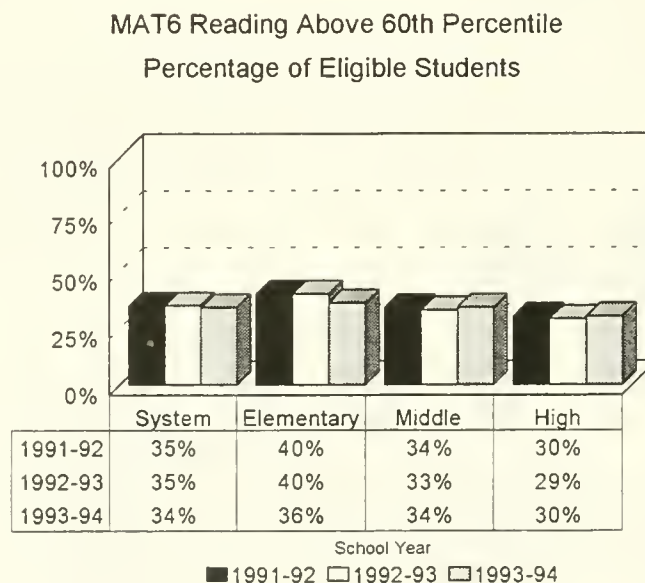
Students Scoring Above the 60th Percentile: Reading

Description and Standard

Students scoring above average (over the 60th percentile) are likely to be able to achieve at a high level. For MAT6 scores, percentages are based on the total number of eligible students, not solely those who took the test. The eligible population includes the following students: Regular education; Special Needs in .1 and .2 prototypes; and Bilingual education in Lau Steps 3 and 4. Schools are encouraged to test all students who are able to take the test, even those who are not eligible (Bilingual Steps 1 and 2; Special Education Prototypes .3 and .4) Note that Elementary, Middle and High refer to grades 1-5, 6-8, and 9-12, respectively, regardless of the actual administrative level to which a student's school reports. **STANDARD:** For all three levels, the percentage of students scoring above the 60th percentile will increase by 5 percentage points from SY1991-92.

Findings for 1993-94

Systemwide the percentage of Students Scoring Above the 60th Percentile in reading was 34% . In grades 1-5 the percentage was 36%; for grades 6-8 it was 34%, and for grades 9-12 it was 30%.

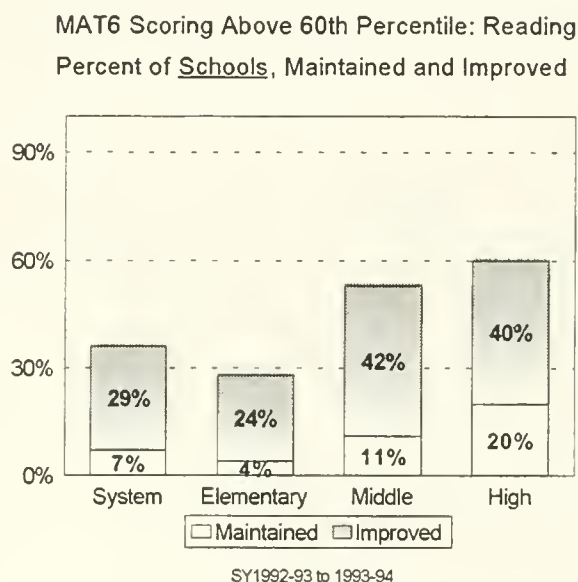


Historical Perspective

Systemwide, for the past three years, the proportion of students scoring above the 60th percentile on the MAT6 reading test has been 5 to 6 percentage points lower than that of the national norming sample (40%). The proportion of students in grades 1-5 scoring in the high range declined from 40% in SY1991-92 (identical to that of the national norming sample) to 36% in SY1993-94. Students in the other two grade levels showed no change over the time period. The proportion of grade 6-8 students scoring above average has been 6 to 7 percentage points lower, and the proportion of 9th-12th grade students has been 10 to 11 percentage points lower than the national norm group.

Change Between SY1992-93 and SY1993-94

About one-third of the schools systemwide either improved or maintained the percentage of students scoring in the high range (above the 60th percentile) on the Metropolitan Achievement Test in reading. One-quarter of the elementary schools (24%), 42% of the middle schools, and 40% of the high schools showed an increase in the number of students scoring in the high range.



Status Relative to the 1994-95 Standards

At the end of Year Two (i.e., 1993-94), the following percentages (and number) of schools had already achieved the standard for 1994-95:

■ Systemwide:	13%	(15)
■ Elementary School Level:	15%	(12)
■ Middle School Level:	16%	(3)
■ High School Level:	0%	(0)

Metropolitan Achievement Test

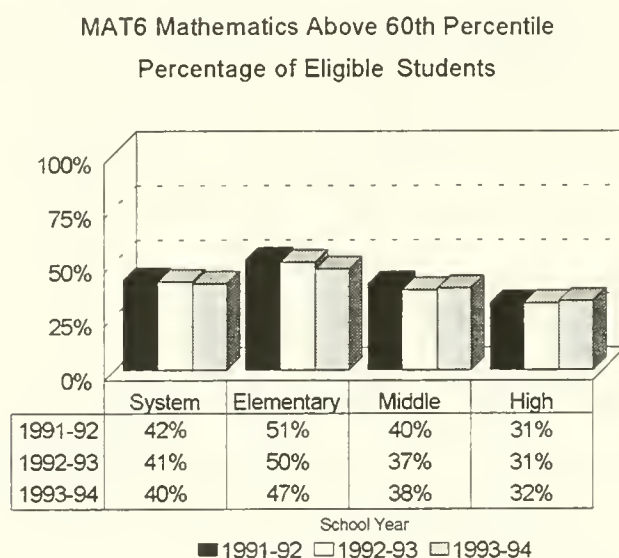
Students Scoring Above the 60th Percentile: Mathematics

Description and Standard

Students scoring above average (over the 60th percentile) are likely to be able to achieve at a high level. For MAT6 scores, percentages are based on the total number of eligible students, not solely those who took the test. The eligible population includes the following students: Regular education; Special Needs in .1 and .2 prototypes; and Bilingual education in Lau Steps 3 and 4. Schools are encouraged to test all students who are able to take the test, even those who are not eligible (Bilingual Steps 1 and 2; Special Education Prototypes .3 and .4) Note that Elementary, Middle and High refer to grades 1-5, 6-8, and 9-12, respectively, regardless of the actual administrative level to which a student's school reports. **STANDARD:** For all three levels, the percentage of students scoring above the 60th percentile will increase by 5 percentage points from SY1991-92.

Findings for 1993-94

Systemwide the percentage of Students Scoring Above the 60th Percentile on the Metropolitan Achievement Test in Mathematics was 40%. For the elementary grades the percentage was 47%; for the middle level grades it was 38%, and for the high school grades it was 32%.



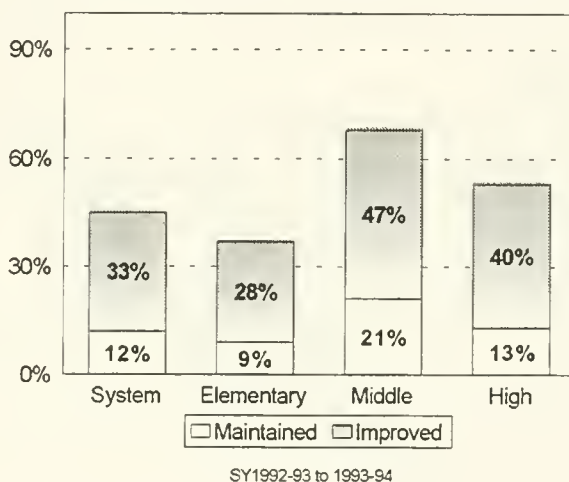
Historical Perspective

Systemwide, during the past three years, the proportion of students scoring above the 60th percentile (high range) on the Metropolitan Achievement Test in Math has been at or slightly above that of the national norming sample (40%). The proportion of elementary grade children scoring in the high range has varied from 7 to 11 percentage points more than in the national norming sample. The proportion of students in grades 6-8 scoring high has been 0 to 3 percentage points lower, and the proportion of high scoring 9th-12th students has been 8 to 9 percentage points lower than that for the national norming group.

Change Between SY1992-93 and SY1993-94

Over one-quarter of the elementary schools (28%), almost one-half of the middle schools (47%), and two-fifths of the high schools (40%) showed an increase in the number of students scoring in the high range (above the 60th percentile) on the Metropolitan Achievement Test in mathematics. Systemwide, 45% of the schools either improved or maintained performance on this indicator.

MAT6 Scoring Above 60th Percentile: Mathematics
Percent of Schools, Maintained and Improved



Status Relative to the 1994-95 Standards

At the end of Year Two (i.e., 1993-94), the following percentages (and number) of schools had already achieved the standard for 1994-95:

■ Systemwide:	12%	(14)
■ Elementary School Level:	14%	(11)
■ Middle School Level:	11%	(2)
■ High School Level:	7%	(1)

Metropolitan Achievement Test

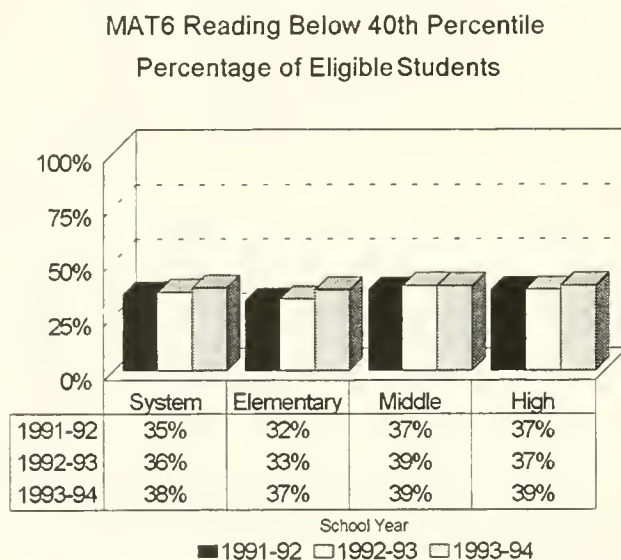
Students Scoring Below the 40th Percentile: Reading

Description and Standard

Students who score below average (under the 40th percentile compared with national norms) may be at risk of failure in reading. For MAT6 scores, percentages are based on the total number of eligible students, not solely those who took the test. The eligible population includes the following students: Regular education; Special Needs in .1 and .2 prototypes; and Bilingual education in Lau Steps 3 and 4. Schools are encouraged to test all students who are able to take the test, even those who are not eligible (Bilingual Steps 1 and 2; Special Education Prototypes .3 and .4) Note that Elementary, Middle and High refer to grades 1-5, 6-8, and 9-12, respectively, regardless of the actual administrative level to which a student's school reports. **STANDARD:** For all three levels, the percentage of students scoring below the 40th percentile will decrease by 10 percentage points from SY1991-92.

Findings for 1993-94

Systemwide the percentage of Students Scoring Below the 40th Percentile on the Metropolitan Achievement Test in Reading was 38%. For the elementary grades the percentage was 37%; for the middle level grades it was 39%, and for grades 9-12 it was 39%.



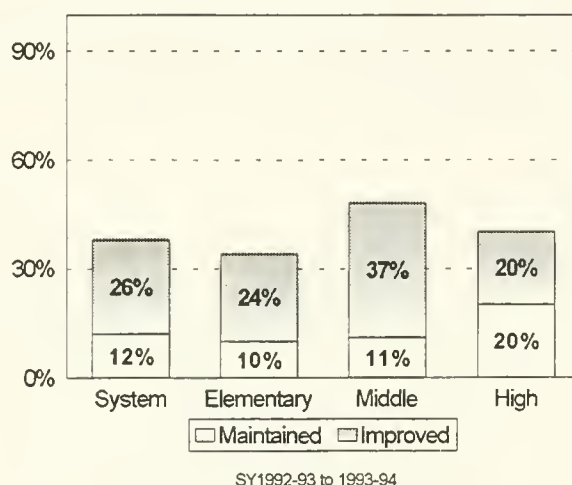
Historical Perspective

Systemwide, during the past three years, there has been a smaller proportion of students scoring below the 40th percentile (low range) on the Metropolitan Achievement Test in reading than in the national norming sample (2 to 5 percentage points less than the norm group's 40%). The proportion of elementary grade children scoring in the low range has varied from 3 to 8 percentage points less than in the national norming sample, while the proportion of low range scorers among middle level grade and high school grade students has been 1 to 3 percentage points less than among the national norming group.

Change Between SY1992-93 and SY1993-94

Improvement (a decrease) in the percentage of students scoring below the 40th percentile on the Metropolitan Achievement Test in reading occurred in about one-quarter of the elementary schools (24%), over one-third of the middle schools (37%), and one-fifth of the high schools. Systemwide, 38% of the schools either improved or maintained performance on this indicator.

MAT6 Scoring Below 40th Percentile: Reading
Percent of Schools Maintained and Improved



Status Relative to the 1994-95 Standards

At the end of Year Two (i.e., 1993-94), the following percentages (and number) of schools had already achieved the standard for 1994-95:

■ Systemwide:	6%	(7)
■ Elementary School Level:	6%	(5)
■ Middle School Level:	0%	(0)
■ High School Level:	13%	(2)

Metropolitan Achievement Test:

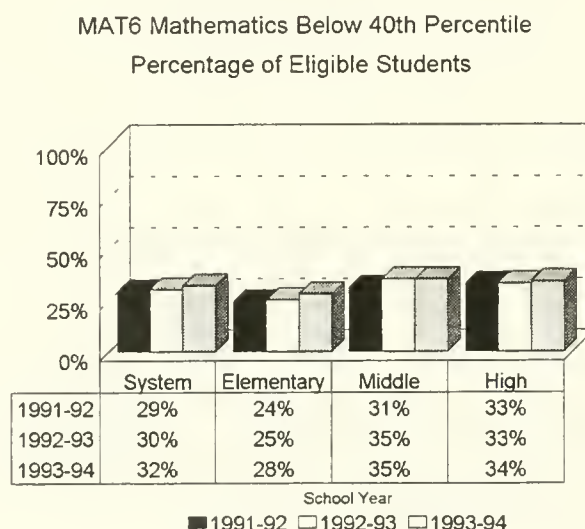
Students Scoring Below the 40th Percentile: Mathematics

Description and Standard

Students who score below average (under the 40th percentile compared with a national norm group) may be at risk of failure in mathematics. For MAT6 scores, percentages are based on the total number of eligible students, not solely those who took the test. The eligible population includes the following students: Regular education; Special Needs in .1 and .2 prototypes; and Bilingual education in Lau Steps 3 and 4. Schools are encouraged to test all students who are able to take the test, even those who are not eligible (Bilingual Steps 1 and 2; Special Education Prototypes .3 and .4) Note that Elementary, Middle and High refer to grades 1-5, 6-8, and 9-12, respectively, regardless of the actual administrative level to which a student's school reports. **STANDARD:** For all three levels, the percentage of students scoring below the 40th percentile will decrease by 10 percentage points from SY1991-92.

Findings for 1993-94

Systemwide the percentage of Students Scoring Below the 40th Percentile on the Metropolitan Achievement Test in Mathematics was 32%. For the elementary grades the percentage was 28%; for grades 6-8 it was 35%, and for the high school grades it was 34%.



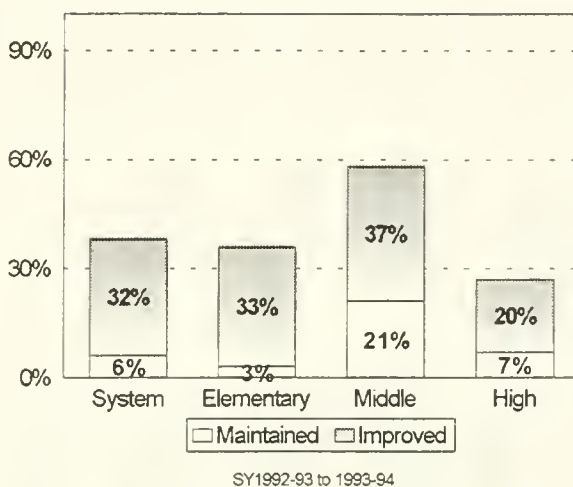
Historical Perspective

Systemwide, during the past three years, there have been smaller proportions of Students Scoring Below the 40th Percentile (low range) on the Metropolitan Achievement Test in Mathematics than in the national norming sample (8 to 11 percentage points less than the norm group's 40%). The proportion of elementary grade children scoring in the low range has been 12 to 16 percentage points less than in the national norming sample, while the proportion of middle and high school grade students scoring in the low range has been 5 to 9 percentage points less than for the national norming group.

Change Between SY1992-93 and SY1993-94

Improvement (a decrease) in the percentage of students scoring below the 40th percentile on the Metropolitan Achievement Test in mathematics occurred in one-third of the elementary schools (33%), over one-third of the middle schools (37%), and one-fifth (20%) of the high schools. Systemwide, 38% of the schools either improved or maintained performance on this indicator.

MAT6 Scoring Below 40th Percentile: Mathematics
Percent of Schools Maintained and Improved



Status Relative to the 1994-95 Standards

At the end of Year Two (i.e., 1993-94), the following percentages (and number) of schools have already achieved the standard for 1994-95:

■ Systemwide:	5%	(6)
■ Elementary School Level:	5%	(4)
■ Middle School Level:	0%	(0)
■ High School Level:	13%	(2)

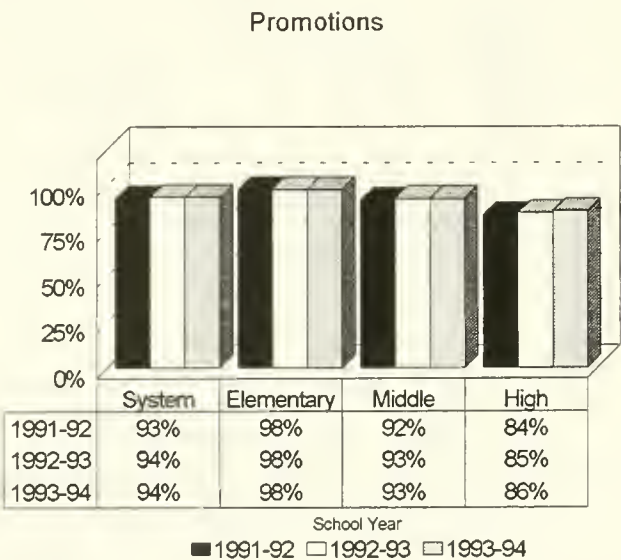
Promotions

Description and Standard

Promotion represents an achievement both for students and for their schools. The promotion rate used in these analyses is intended to reflect achievement during the school year; therefore, it is calculated as the percentage of students designated for promotion to the next grade as of June. It does not include those students who are promoted during the summer. Please note that Elementary, Middle, and High refer to grades 1-5, 6-8, and 9-12 respectively, regardless of the actual administrative level to which a student's school reports. **STANDARD:** *The Promotion standard is 98% for the elementary level, 95% for the middle level, and 90% for the high school level.*

Findings for 1993-94

Systemwide the Promotion Rate was 94%. For the elementary grades the rate was 98%; for the middle level grades it was 93%, and for the high school grades it was 86%.

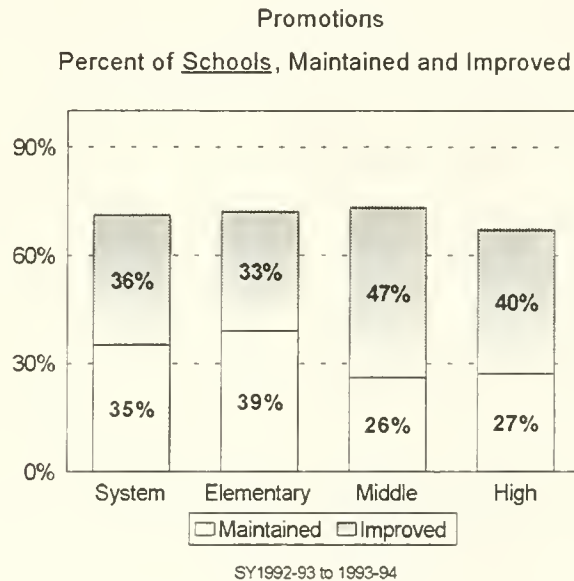


Historical Perspective

The systemwide promotion rate has risen from 93% in SY1991-92 to 94% this year. During the past three years, the promotion rate for the elementary grades has remained stable at 98%. The promotion rate for 6th-8th grade students has risen 1 percentage point, and the promotion rate for high school grade students has risen 2 percentage points over the last three years.

Change Between SY1992-93 and SY1993-94

Improvements in the promotion rate from SY1992-93 to SY1993-94 were seen at all levels, 33% at the elementary school level, 47% at the middle school level, and 40% at the high school level. It should be noted that 39% of the elementary schools "maintained" the promotion rate which generally meant that the school sustained a promotion rate that was already quite high. Systemwide, 71% of the schools either improved or maintained performance on this indicator.



Status Relative to the 1994-95 Standards

At the end of Year Two (i.e., 1993-94), the following percentages (and number) of schools had already achieved the standard for 1994-95:

■ Systemwide:	63%	(71)
■ Elementary School Level:	75%	(59)
■ Middle School Level:	42%	(8)
■ High School Level:	27%	(4)

School Involvement Indicators:

1. Special Education prototype increase
2. Special Education prototype decrease
3. Special Education new referrals
4. Bilingual step increase
5. Percent of Eligible Students Taking the MAT6 Test - Reading
6. Percent of Eligible Students Taking the MAT6 Test - Mathematics

Special Education Prototype Increase

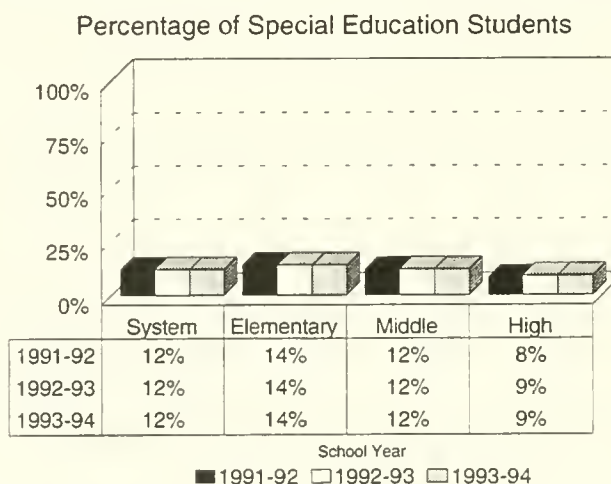
Description and Standard

A student's prototype is increased if he or she is moved into a more restrictive or separate educational setting; the student spends less time (if any) in regular education. This definition also includes students who move from regular education into Special Education. Prototype increases, while sometimes necessary, are contrary to Special Education's overall goal, which is to mainstream students as much as possible. Prototype increase percentages are calculated based on the number of students with increases divided by the total number of the students who had a Special Education Prototype at any time during the year. It should be noted that certain categories of Special Needs programs are less likely to have changes in prototypes than others. **STANDARD:** *For all levels, 10% or fewer of the students who have a Special Education Prototype will have a prototype increase.*

Findings for 1993-94

Systemwide the percentage of Special Education Prototype Increases was 12%. For the elementary level the rate was 14%; for the middle level it was 12%, and for the high school level it was 9%.

Special Education Prototype Increases



Historical Perspective

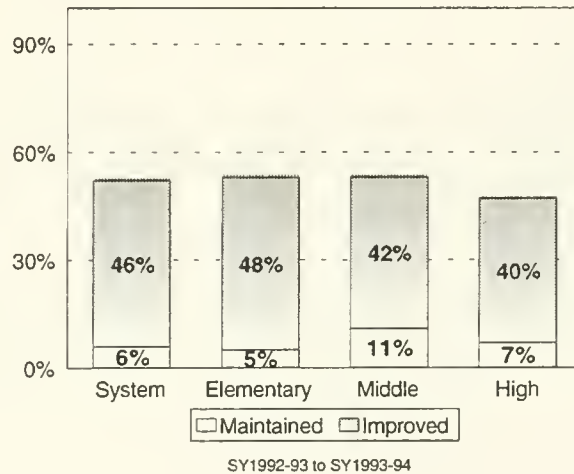
Systemwide, during the past three years, the percent of Special Education students with prototype increases has stayed at 12%. At the elementary school level and the middle school level, the percentages of prototype decreases have also remained constant, at 14% and 12%, respectively. The high school level percent has fluctuated around 9%.

Change Between SY1992-93 and SY1993-94

Systemwide almost half the schools (46%) showed improvement between SY1992-93 and SY1993-94. This means that they showed decreases in the percentage of Special Needs students moving into more restrictive settings (i.e., increases in prototype). Almost half of the elementary schools (48%), a little less than half of the middle schools (42%), and two-fifths of the high schools (40%) showed improvement. Systemwide, 52% of the schools maintained or improved on this indicator.

Special Education Prototype Increases

Percent of Schools, Maintained and Improved



Status Relative to the 1994-95 Standards

At the end of Year Two (i.e., 1993-94), the following percentages (and number) of schools had already achieved the standard for 1994-95:

■ Systemwide:	35%	(39)
■ Elementary School Level:	29%	(23)
■ Middle School Level:	42%	(8)
■ High School Level:	53%	(8)

Special Education Prototype Decrease

Description and Standard

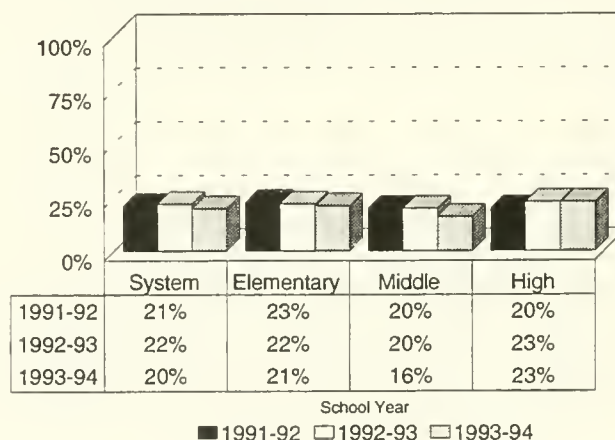
A student's prototype is decreased if he or she is moved into a less restrictive or separate educational setting; the student spends more time in regular education. This definition also includes students who are totally mainstreamed out of Special Education. Prototype decreases reflect Special Education's overall goal, which is to mainstream students as much as possible. Prototype decrease percentages are based on the number of students with decreases divided by the total number of the students who had a Special Education Prototype at any time during the year. It should be noted that certain categories of Special Needs programs are less likely to have changes in prototypes than others. **STANDARD:** *For all levels, 50% or more of the students with a Special Education prototype will have a prototype decrease.*

Findings for 1993-94

Systemwide the percentage of Special Education Prototype Decreases was 20%. For the elementary level the rate was 21%; for the middle level it was 16%, and for the high school level it was 23%.

Special Education Prototype Decreases

Percentage of Special Education Students



Historical Perspective

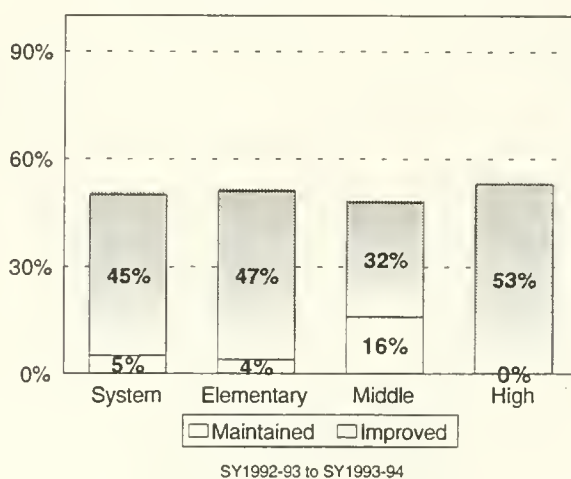
Systemwide, during the past three years, the percent of Special Education students with prototype decreases declined from 21% for SY1991-92 to 20% for SY1993-94. While the elementary and middle levels also showed declines in the percentage of prototype decreases (23% to 21 % for elementary and 20% to 16% for middle), there was an increase at the high school level from 20% to 23%.

Change Between SY1992-93 and SY1993-94

A little less than half of all schools (45%) had a larger proportion of Special Needs students with prototype decreases (movements to a less restrictive setting) in SY1993-94 than in SY1992-93. These improvements occurred in almost half of the elementary schools (47%), about one-third of the middle schools (32%), and over half (53%) of high schools.

Special Education Prototype Decreases

Percent of Schools, Maintained and Improved



Status Relative to the 1994-95 Standards

At the end of Year Two (i.e., 1993-94), the following percentages (and number) of schools had already achieved the standard for 1994-95:

■ Systemwide:	2%	(2)
■ Elementary School Level:	1%	(1)
■ Middle School Level:	0%	(0)
■ High School Level:	7%	(1)

Special Education Prototype New Referrals

Description and Standard

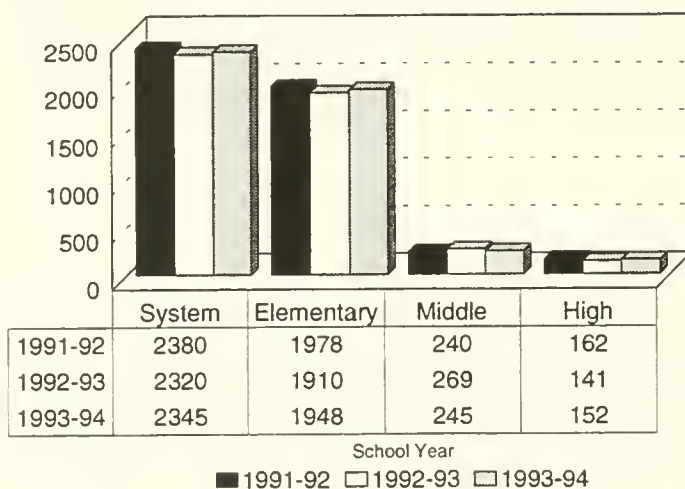
This indicator is a count of all new referrals to Special Education within the school year. A referral to Special Education suggests that the student's needs could not be met within the regular education program after every effort had been made to utilize every pre-referral resource available and provide service in the least restrictive prototype. Unlike earlier reports for data prior to SY1991-1992, all referrals covered in this report are attributed to the school in which the referral occurred. **STANDARD:** For all levels, the number of new referrals will be reduced by 50% from what it was for SY1991-92.

Findings for 1993-94

Systemwide the number of Special Education New Referrals was 2,345. For the elementary level the number was 1,948; for the middle level it was 245, and for the high school level it was 152.

Special Education New Referrals

Total Number of Students Referred to Special Education



Historical Perspective

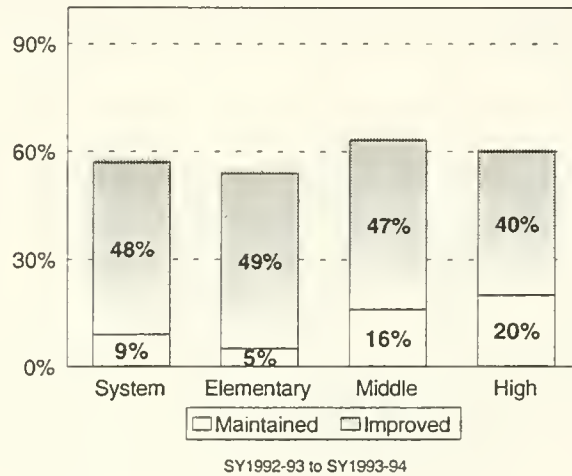
Systemwide, there has been a small decrease of 1% in the number of new referrals to Special Education from SY1991-1992 to SY1993-1994. While the elementary level decreased by 2% and the high school level by 6%, there was a 2% increase in new referrals at the middle school level. It should be noted that overall the great majority of new referrals to Special Education occur at the elementary level.

Change Between SY1992-93 and SY1993-94

Almost one-half of all schools showed improvement by reducing the number of new referrals to Special Education between SY1992-93 and SY1993-94. These improvements occurred in almost half of the elementary (49%) and middle schools (47%), and two-fifths (40%) of high schools.

Special Education New Referrals

Percent of Schools, Maintained and Improved



Status Relative to the 1994-95 Standards

At the end of Year Two (i.e., 1993-94), the following percentages (and number) of schools had already achieved the standard for 1994-95:

■ Systemwide:	31%	(35)
■ Elementary School Level:	22%	(17)
■ Middle School Level:	47%	(9)
■ High School Level:	60%	(9)

Bilingual Education Step Increase

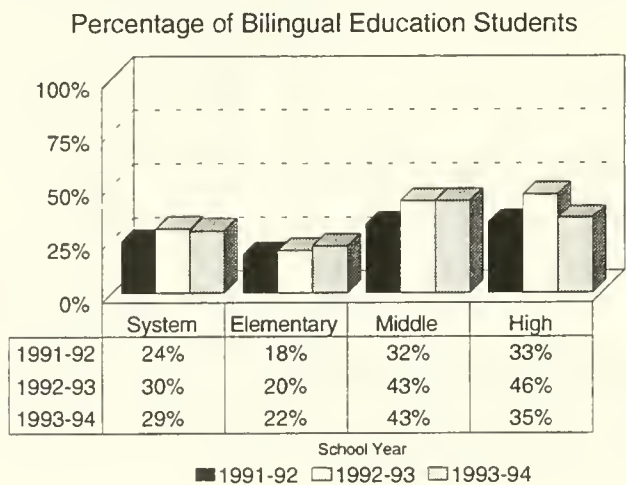
Description and Standard

A Lau Step increase is defined as a change to Step 2, 3, or 4 in Bilingual Education. Students moving out of the Bilingual Education Program altogether (i.e., from Step 4 to regular education) are not included. *Step increases reflect the success of the program in moving students into more mainstreamed or regular education classroom settings.* Step changes are determined by comparing Step assignments at the end of one year with the Step assignment at the end of the previous year. The percentage is based on the number of students with Step increases divided by the total Bilingual Education program enrollment. **STANDARD:** *The standard for the percentage of Bilingual Program students with Step increases during the school year is 35% for the elementary level and 50% for the middle and high school levels.*

Findings for 1993-94

Systemwide the percentage of students with Bilingual Education Step Increases was 29%. For the elementary level the rate was 22%; for the middle level it was 43%, and for the high school level it was 35%.

Bilingual Education Step Increase



Historical Perspective

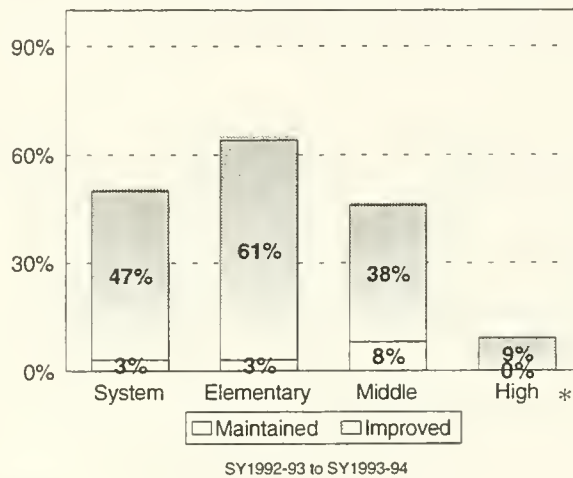
Systemwide, during the past three years, the percentage of Bilingual program students with Lau Step increases has risen steadily from 24% in SY1991-92 to 29% in SY1993-94. The increase at the elementary level was 4 percentage points, and at the middle level the gain was 11 percentage points. The percentage of Bilingual Education Step increases for the high school level has fluctuated, with a net increase of 2 percentage points.

Change Between SY1992-93 and SY1993-94

Systemwide almost half of the schools showed improvement in the proportion of Bilingual Education students who had Lau Step increases (moved toward mainstreaming) between SY1992-93 and SY1993-94. Almost two-thirds of the elementary schools (61%), over one-third of the middle schools (38%), and less than one-tenth (9%) of the high schools showed improvements. (This analysis included only the 60 schools which have bilingual programs).

Bilingual Education Step Increase

Percent of Schools Maintained and Improved



Status Relative to the 1994-95 Standards

At the end of Year Two (i.e., 1993-94), the following percentages (and number) of schools had already achieved the standard for 1994-95:

■ Systemwide:	13%	(8)
■ Elementary School Level:	14%	(5)
■ Middle School Level:	23%	(3)
■ High School Level:	0%	(0)

* 0%: Maintained

Metropolitan Achievement Test

Students Taking the Test: Reading

Description and Standard

It is important both from an instructional perspective and in terms of school accountability that as many students as possible who are defined as eligible should be assessed regularly for their level of achievement. For the MAT6 reading test, the eligible population includes the following groups of students: regular education, Special Education students in .1 and .2 prototypes, and Bilingual Education in Lau Steps 3 and 4. It is important to note that although the test scores of Special Needs students in .3 and .4 Prototypes and Bilingual Education students in Lau Steps 1 and 2 are not included in systemwide calculations, these children are administered the test if at all possible. Please note that Elementary, Middle, and High refer to grades 1-5, 6-8, and 9-12 respectively, regardless of the actual administrative level to which a student's school reports.

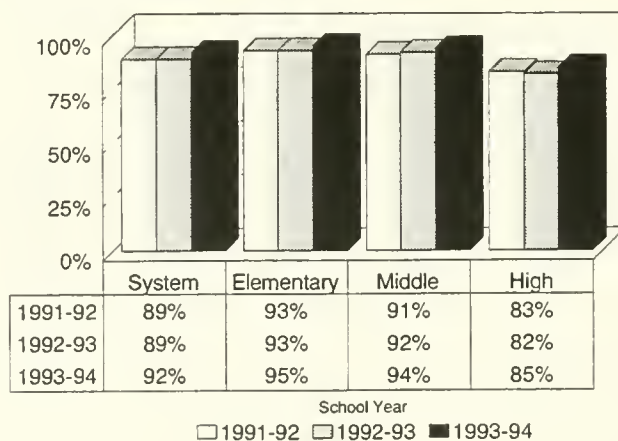
STANDARD: The standard for the percentage of eligible students taking the Metropolitan Achievement Test is 98% for the elementary level and 95% for the middle and high school levels.

Findings for 1993-94

Systemwide the Percentage of Eligible Students taking the Metropolitan Achievement Test in Reading was 91%. For the elementary level the rate was 95%; for the middle level it was 94%, and for the high school level it was 85%.

MAT6 Reading - Students Taking the Test

Percentage of Eligible Students



Historical Perspective

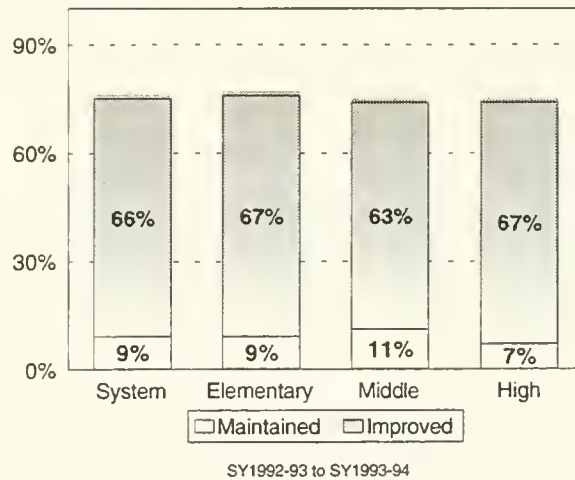
Systemwide, during the past three years, the percentage of eligible students taking the Metropolitan Achievement Test in Reading has increased two percentage points from 89% in SY1991-92 to 91% in SY1993-94. Each of the three grade levels has gained 2 to 3 percentage points in the same time period.

Change Between SY1992-93 and SY1993-94

Systemwide, two-thirds of all the schools (66%) showed an improvement in the proportion of eligible students taking the Reading test between SY1992-93 and SY1993-94. Two-thirds of the elementary and high schools, and almost two-thirds of the middle schools (63%) improved their percentage of eligible students taking the test.

MAT6 Reading - Students Taking the Test

Percent of Schools Maintained and Improved



Status Relative to the 1994-95 Standards

At the end of Year Two (i.e., 1993-94), the following percentages (and number) of schools had already achieved the standard for 1994-95:

■ Systemwide:	29%	(33)
■ Elementary School Level:	29%	(23)
■ Middle School Level:	42%	(8)
■ High School Level:	13%	(2)

Metropolitan Achievement Test

Students Taking the Test: Math

Description and Standard

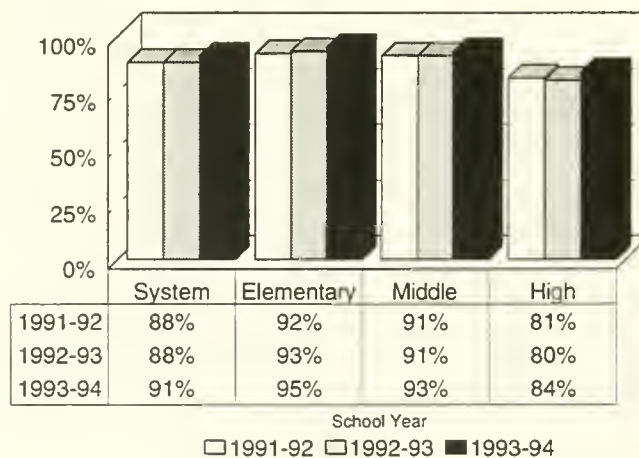
It is important both from an instructional perspective and in terms of school accountability that as many students as possible who are defined as eligible should be assessed regularly for their level of achievement. For the MAT6 mathematics test, the eligible population includes the following groups of students: regular education, Special Needs in .1 and .2 prototypes, and Bilingual Education in Lau Steps 3 and 4. It is important to note that although the test scores of Special Education students in .3 and .4 Prototypes and Bilingual Education students in Lau Steps 1 and 2 are not included in systemwide calculations, these children are administered the test if at all possible. Please note that Elementary, Middle, and High refer to grades 1-5, 6-8, and 9-12 respectively, regardless of the actual administrative level to which a student's school reports. **STANDARD:** *The standard for the percentage of eligible students taking the Metropolitan Achievement Test is 98% for the elementary level and 95% for the middle and high school levels.*

Findings for 1993-94

Systemwide the Percentage of Eligible Students taking the Metropolitan Achievement Test in Mathematics was 91%. By level, for elementary the rate was 95%, for the middle level it was 93%, and for the high school level it was 84%.

MAT6 Mathematics - Students Taking the Test

Percentage of Eligible Students



Historical Perspective

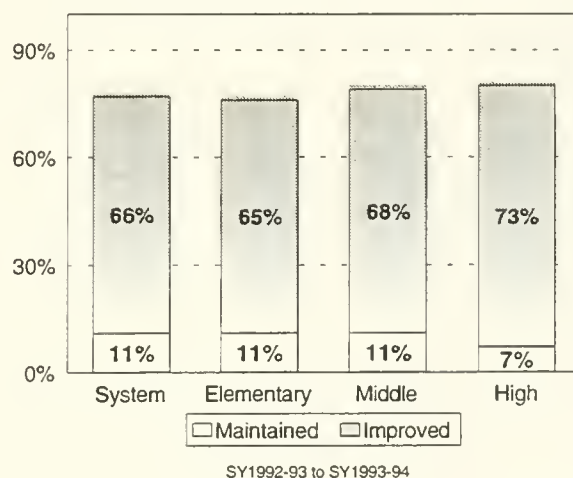
Systemwide, during the past three years, the percentage of eligible students taking the Metropolitan Achievement Test in mathematics has increased 3 percentage points from 88% in SY1991-92 to 91% in SY1993-94. The rate at the three grade levels separately has increased 2 or 3 percentage points during the same period.

Change Between SY1992-93 and SY1993-94

Systemwide, two-thirds of all the schools (66%) showed an improvement in the proportion of eligible students taking the Mathematics test between SY1992-93 and SY1993-94. Almost two-thirds of the elementary schools (65%), two-thirds of the middle schools (68%) and almost three-quarters of the high schools (73%) improved their percentage of eligible students taking the test.

MAT6 Mathematics - Students Taking the Test

Percent of Schools, Maintained and Improved



Status Relative to the 1994-95 Standards

At the end of Year Two (i.e., 1993-94), the following percentages (and number) of schools had already achieved the standard for 1994-95:)

■ Systemwide:	29%	(33)
■ Elementary School Level:	29%	(23)
■ Middle School Level:	42%	(8)
■ High School Level:	13%	(2)

Appendix A:

Technical Background

Appendix A:

Technical Background

Overview

In this section some technical details concerning how data were calculated and summarized will be presented. In the report, there are three different analyses for each of the 17 individual indicators:

Historical Comparisons - an historical analysis by school level (elementary, middle, high, and systemwide) comparing performance over three years.

Changes in Schools Over Time - a comparison of the percentage of schools at each administrative level whose performance improved, declined, or stayed the same for each indicator over the last two years. (For graphic clarity, the percentage maintained and percentage improved are shown in the charts.)

Status Relative to the 1994-95 Systemwide Standards - a presentation of the number and percentage of schools at each level which have met the 1994-1995 standard for each indicator.

Historical Comparisons

For the historical comparisons, the unit of analysis generally was all individual students or staff at a given level. This would mean that the data for all students classified as elementary, for instance, were grouped and counts made or percentages calculated based on all students at the particular level. (It should be noted that this is *not* the same as taking the values for each school and adding them together and dividing by the number of schools at a particular level.)

Special procedures were needed for the analysis of data from schools with grades at more than one school level, for instance the Hernandez with grades K-8, or Boston Latin Academy, with grades 7-12. Depending on the format of the data, one of two different procedures was used to assign the school's data to a school level. For those indicators for which data were available by school ID# and not by grade, each school was assigned a level based on its predominant grades. Specifically, schools with an elementary school number (such as the Tobin and the Hernandez) had their data included at the elementary level, and schools with a high school number (such as Boston Latin School and Boston Latin Academy), had their data counted with the high schools. For some other indicators (e.g., Dropouts and MAT6 related indicators), data were available separately by grade. For these seven indicators, i.e., Dropouts, Percent Eligible Taking the MAT6 (reading and math), and the four MAT6 test results indicators, the data for students in multi-level schools were counted at their appropriate grade level. For example, dropout data for grades 6-8 in Boston Latin Academy were included in the middle school analyses, and the data for grades 9-12 were applied to the high school level analyses.

Eligible Taking the MAT6 (reading and math), and the four MAT6 test results indicators, the data for students in multi-level schools were counted at their appropriate grade level. For example, dropout data for grades 6-8 in Boston Latin Academy were included in the middle school analyses, and the data for grades 9-12 were applied to the high school level analyses. One reason for using this approach to the historical data for dropouts was the need to be consistent with how dropout data systemwide have traditionally been reported.

Metropolitan Achievement Test

For the MAT6 scores, students are grouped into one of two categories for systemwide indicators: students scoring below the 40th percentile as determined by national norms, and students scoring above the 60th percentile with respect to national norms. If BPS students exactly duplicated the performance of the national norm group, then 40% of BPS students would be classified as scoring in the low range, and 40% would be classified as scoring in the high range. The actual percentages of BPS students scoring in these ranges are the data shown for the MAT6 reading and mathematics analyses. It should be noted that the percentages are determined by dividing the number of students scoring in the range by the total number of **eligible** students, whether or not they were tested. (Note: this is different from the total number of students tested, or the total number of eligible students tested). The **eligible population** is defined as all regular education students, Special Needs students with prototypes of .1 or .2 and Bilingual program students with Lau Steps of 3 or 4.

Changes in Schools Over Time

In these analyses, for each indicator the data for each school for SY1993-94 were compared with the data for the school for SY1992-93. If the percentage (or count, depending on which indicator was being considered) was bigger in SY1993-94 than in SY1992-93, the school was counted among those that increased. If the percentage or count was smaller in SY 1993-94 than in SY1992-93, the school was counted among those that decreased.

For data which were percentages (e.g., Promotions), the differences were calculated to one decimal point and then rounded to a whole point. For example, if a school's promotion rate in the earlier year was 96.3% and in the second year it was 96.6%, the increase (0.3) would be less than one-half a percentage point and therefore rounded down to zero. Had the second year's rate been 96.9%, with a difference of 0.6, the difference would have been rounded up to one and the school counted as having increased in promotion rate. If a school's difference was zero or rounded to zero, it was counted among those that "maintained" their level of

performance relative to SY1992-93. Increases and decreases were then categorized as improvements or declines in performance. For most indicators (e.g., Promotions), an increase is an improvement and a decrease is a decline. For the following seven indicators, a *decrease* in the indicator is an *improvement* in performance: Suspension Occurrences, Pupils Suspended, Dropout, Low MAT6 Reading, Low MAT6 Math, Special Education Prototype Increases, and Special Education New Referrals. Once the school was classified as *Improved*, *Maintained*, or *Declined* on each indicator, the percentage of schools at each level for each category was calculated.

Schools were included in the analysis only if they had complete data for both years. For most of the analyses, there were 79 elementary schools, 19 middle schools, and 15 high schools (programs such as Another Course to College are not included in calculations). Exceptions, such as Bilingual Education Step Increase, are noted in the text.

For this analysis, each school was counted only once, even if it had students at more than one grade level. A school was assigned to the level where it had the most grades. Thus, the four K-8 schools (Hernandez, McKay, Tobin, and S. Greenwood) were counted with elementary schools, and the three 7-12 schools (Boston Latin School, Boston Latin Academy, and O'Bryant) were counted with high schools. For the School Choice data, the four schools which had both grade 1 and grade 6 (Tobin, Hernandez, McKay, and S. Greenwood) posed a potential problem. The first choices for grade 1 were used for these schools both because elementary level standards were applied to these schools for other indicators and because entry into 6th grade is either guaranteed or given priority for students already attending the schools. For dropout data, since dropout is not counted among elementary school students and not used as a standard for elementary schools, the data for the 6th-8th graders in the four K-8 schools were not counted in the change analyses. (Dropouts for these schools are shown in the individual End of the Year reports). However, dropout data for all grades in the 7-12 schools (Boston Latin, Boston Latin Academy, and O'Bryant) were applied to the high school level analysis.

Status Relative to the 1994-1995 Systemwide Standards

Each school was assessed in terms of whether or not it had met the standard for each systemwide indicator. As noted in the description of the indicators (Appendix B), some standards are stated as an absolute number which must be met (e.g., Staff Attendance of 98% or higher). Others are stated as change relative to the school's performance in the base year of SY1991-92 (e.g., Dropouts reduced by 3 percentage points for high schools) or relative to performance in the preceding year (i.e., Number of First Choices by Regular Education Parents). In certain instances, for schools which were already performing well on the indicator in the base year the

Technical Background

standards as stated could not be applied directly. An obvious case is suspension data. If a school suspended no students in 1991-1992 (as was the case in a number of elementary schools), there was no way they could reduce their suspensions by 50%. If these schools also suspended no students in 1993-1994, they were categorized as having met the standards for suspensions. Another circumstance which requires adjustment is dropout rates which are already below the expected amount by which to reduce dropout. A middle school which has a 0.5% dropout rate in 1991-1992 cannot reduce its dropout rate by 1 percentage point. Such a school was counted as having met the standard if in 1993-1994 its dropout rate was at or below 1%. A third example is the percentage of students scoring above the 60th percentile on the Metropolitan Achievement Test. If a school already had 95% or more of its students scoring above average, then it was counted as having met the standard. Finally, schools were counted as meeting the standard if they had 10 or fewer new referrals to Special Education. Procedures for handling these exceptional circumstances were developed by the Office of Planning, Research and Development in cooperation with the Office of Technology and Information Systems. Further details are available from the Office of Planning, Research, and Development.

Schools Included and Excluded from the Analyses

For the Historical Comparisons, schools were included in an analysis in any year in which they existed. This procedure was appropriate in order to account for all the included students who were in the system in any given year. The procedure necessarily differed for the School Change analyses, since a school had to have data for two years in order to be included.

Schools to which indicators did not apply were of course not included in the analyses. For instance, the elementary schools are not included in the analyses of dropout; schools without Bilingual Programs are omitted from the Bilingual Step Increases data; and the Examination Schools (Boston Latin School, Boston Latin Academy, and O'Bryant), which do not participate in the usual student assignment process, are excluded from the School Choice Data. The calculation of percentages is always based on the number of schools to which the indicators and standards applied.

In developing all three analyses, certain special programs and schools were not included in the calculations at all. These include the Horace Mann School, the McKinley Schools, the Carter School, Boston Prep, and Another Course to College.

Supporting Indicators

In addition to the 17 indicators discussed in this systemwide report, the following Supporting Indicators are included in the individual End-of-Year Reports produced for each school.

Student Attendance

- Perfect Attendance
- Absent 5 or Fewer Days
- Absent Between 6-10 Days
- Absent 11 or More Days

Bilingual

- In program 3 Years Or Less
- In program More Than 3 Years

SPED New Referrals

- Referred by School
- Referred by External Agencies
- Referred by Parent
- With Pre-Referral Not Waived

Average staff attendance

- 0 Sick Days
- 1 to 5 Sick Days
- 6 - 10 Sick Days
- 11 or More Sick Days

School Choice

- Regular Education Students Administratively Assigned After Final Round

Metropolitan Achievement Test Results for Reading and Mathematics

- MAT6 Median Percentiles by Grade
- Students Scoring from the 40th to 60th Percentile

Appendix B:

Standards for Systemwide Indicators

Appendix B:

Standards for Systemwide Indicators

BOSTON PUBLIC SCHOOLS



STANDARDS for Systemwide Indicators

Average Daily Attendance Standard:

Elementary Schools -- 95%

Middle Schools -- 92%

High Schools -- 90%

Student attendance is an indicator of student exposure to school instruction. High student attendance is an obvious basic requirement underlying school effectiveness. Student Attendance is a percentage calculated as the average daily attendance divided by the average daily membership based on the data provided by each school to the Record Management Unit. The standard as applied to elementary schools only includes grades 1-5 (Kindergarten attendance is not included because it is voluntary). For the 1991 - 1992 school year the average daily attendance in the Boston Public Schools was 92.9% for the elementary level, 89.3% at the middle school level, and 83.7% at the high school level.

Suspension Standard:
All Levels: a reduction by 50% from SY 1991 - 1992
for both Occurrences and Pupils Suspended

Suspensions both in terms of total occurrences and the number of pupils suspended indicate a problem that impacts on the total school climate and atmosphere. For Suspension Occurrences, students may be counted more than once if they are suspended repeatedly. For both Suspension Occurrences and Number of Pupils Suspended, the systemwide indicator reflects suspension activity at the school during the year even if a student transfers to another school before the end of the year. A reduction of 50% means a reduction from the base year of 1991 - 1992. For the 1991 - 1992 school year the number of suspension occurrences in the Boston Public Schools was 359 at the elementary level, 1184 at the middle school level, and 2540 at the high school level. The number of pupils suspended was 302 at the elementary level, 893 at the middle school level, and 1700 at the high school level. It should be noted that for schools with small student populations it may be inappropriate to require a 50% reduction.

Promotion Standard:
Elementary Schools -- 98%
Middle Schools -- 95%
High Schools -- 90%

Promotion represents a step of achievement on both the part of the student and the part of the school. It is the intention of the BPS Promotion Policy that students who are in danger of not meeting the promotion standards be targeted early in the year and receive the necessary additional support to ensure academic success. The Promotion Rate systemwide indicator is the percent of end-of-year school enrollment of students who were promoted to the next grade as of June. For the 1991 - 1992 school year, the promotion rates in the Boston Public Schools were 97.9% for the elementary schools, 92.4% for the middle schools, and 84.1% for the high schools.

*Dropout Standard: a reduction in the Annual Dropout Rate by
Middle Schools -- 1 percentage point from SY 1991-92
High Schools -- 3 percentage points from SY 1991-92*

Dropout provides one perspective on a school's holding power. Students are considered dropouts if they were discharged with any of the following categories: over 16, withdrew to get married, withdrew to enter military, withdrew to work, registered but did not report, moved with no forwarding address. Students who transferred out of the system are not included in the calculations. For 1989 - 90 and 1990 - 91, the procedures differed somewhat because age was taken into account. This will have the greatest impact in the middle schools. In accordance with state guidelines, summer dropouts are counted at the school to which they were assigned for the fall. For the 1991 - 1992 school year, the dropout rates in the Boston Public Schools were 1.8% for grades 6 - 8 and 9.1% for grades 9 - 12.

*MAT6 Percent Eligible Standard (Reading and Mathematics):
Elementary Schools -- 98%
Middle Schools -- 95%
High Schools -- 95%*

It is important from both an instructional and accountability perspective that all students defined within the eligible population should be regularly assessed for their level of achievement. Testing periods generally extend for about a week and a half to ensure that students who are absent on the day of schoolwide testing are able to make up the examination. The eligible population is regular education, SPED .1 and .2, and Bilingual Education students in Steps 4 and 5 who are required to take the Metropolitan Achievement Test. The percent is calculated by dividing the number of eligible students for whom answer documents are returned by the total number of eligible students in the school. For the 1991 - 1992 school year, the percent of eligible tested were as follows: 92.5% for elementary schools, 91.2% for middle schools, and 82.6% for high schools.

***Norm Referenced Test Achievement Standard - For All Levels,
for Reading and Mathematics:***

- 1. The number of students scoring in the low range on the Metropolitan Achievement Test (below the 40th percentile) will decrease by 10 percentage points from SY1991-92.***
- 2. The number of students scoring in the high range on the Metropolitan Achievement Test (above the 60th percentile) will increase by 5 percentage points from SY1991-92.***

This pair of indicators provides general information about the percentage of students scoring at the low and high ranges for the school as a whole relative to national norms on the Metropolitan Achievement Test. The percentage is based on the number of eligible students, the low range includes the percent of students scoring below the 40th percentile; the high range includes the percent of students scoring above the 60th percentile.¹ Currently, the percentages scoring in the various percentile ranges in Reading and Mathematics on the Metropolitan Achievement Test administered in the spring of 1992 are as follows:

	Elementary			Middle			High		
Pctl Range:	<40th	40th-60th	>60th	<40th	40th- 60th	>60th	<40th	40th- 60th	>60th
Read	31.9	20.4	40.3	36.9	20.8	33.5	36.8	16.3	29.6
Math	23.7	17.9	50.5	30.8	19.6	40.2	33.0	17.1	31.2

Particular caution is being exercised since the standards are based upon a particular instrument. The standards now being developed are based on the current version of the Metropolitan. Within the next year a new instrument with newer norms will be adopted systemwide which will render student results incomparable with prior years. New norms will complicate the comparisons somewhat.

¹ For example, School A has 53% of student scores falling within the low range. By 1994-95 they should show 43% or fewer (53% - 10%) falling within the low range. Note that standards are set for the low and high ranges only; the average range, "40th-60th", has been eliminated. The reason for this can be illustrated by the following example. Suppose the standard for the average range required a decrease of 5%; and suppose for a particular school, 25 students moved from low to average and 25 from average to the high range. In this case the average range would show no change although the school had achieved the purpose of the standard.

***Performance-Based Assessment Achievement Standard:
available when the Boston College pilot is complete***

These indicators provide additional achievement information from performance-based assessments.

***Staff Attendance Standard:
All Levels: 98%***

While absences due to illness are inevitable, high staff attendance is a prerequisite for high school delivery standards. For the Staff Attendance indicator, staff include administrators, teachers, and professional support staff. Other support staff are not included. It is important to note that *days absent include only sick days*. Attendance at approved educational conferences, approved leaves, jury duty, and personal days are excluded. The Staff Attendance rate is the total number of staff days present divided by the total number of staff days possible. For the 1991 - 1992 school year, the average staff attendance was 96.6% at the elementary and middle school levels, and 95.9% at the high school level.

Special Education Standards

1. ***Prototype Increases: 10% or lower***
 2. ***Prototype Decreases: 50% or higher***
 3. ***New Referrals: Reduction of 50% or more from SY1991-92***
-
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It is the policy of the Special Education program for the Boston Public Schools that students remain in Special Education only as long as needed to provide specialized supports to assist the student in their education. In general, the goal of Special Education is for the student to return to the regular education framework with the necessary skills and development for success. For this reason, it is hoped that each school will show progress with respect to the number of students whose prototype decreases. Related to this, of course, is the number of students whose prototype increases and the number of new referrals to the Special Education program. SPED standards involve prototype increases, decreases, and the number of new referrals. SPED increases refers to the number of students whose prototype increased during the school year within the

Standards for Systemwide Indicators

school. This includes students moving from Regular Education into SPED. SPED decreases refers to the number of students whose prototype decreased during the school year within the school. This includes students mainstreamed out of SPED altogether. New Referrals is the total number of new referrals to SPED occurring within the school during the school year. It should be noted that for some schools it may be inappropriate to require them to reduce the number of new referrals by 50%.

Bilingual Standard:

Percent of Bilingual Program Students with Step increases:

Elementary Schools -- 35%

Middle Schools -- 50%

High Schools -- 50%

It is the policy of the Boston Public Schools that each bilingual student enters the regular education framework with the necessary language skills and development for success in future coursework. Students are individually reviewed each year by the Language Assessment Team at each school. The team assigns a Bilingual Program Step which reflects the amount of partial mainstreaming that a student should receive. Movement through bilingual programs is a gradual mainstreaming process. For this reason, it is hoped that each school will show progress with respect to the number of students whose Bilingual Program Step increases. A Step increase is defined as a change to Step 2, 3, or 4. Students moving out of the Bilingual Education program (i.e. from Step 4 out) are not included.² Step changes are determined by comparing the Step assignment at the end of one year with the Step assignment at the end of the previous year. The percentage is based on the number of students with Step increases divided by the total Bilingual Education program enrollment.

School Choice Standard:

All Levels -- increase relative to previous year

This is the number of regular education students in grades 1, 6, and 9 who requested the school as the top choice in the first round.

² These Step numbers have been revised to correspond with the new Step codes that are part of the LAU plan which was revised in the spring of 1993.

Appendix C:

School Committee and
Superintendent's Shared
Goals

School Committee and Superintendent's Shared Goals

Goal 1: Improved Student Performance

- To meet one of the most basic needs of every school: having books and supplies in each classroom.
- To develop a five-year strategic plan to improve student performance in reading and math; to increase the number of students accepted to college; to reduce the number of students who drop out or repeat a grade; and to make progress on other indicators of school performance.
- To ensure every high school has available a full array of courses, especially in math, science, foreign languages, technology, and library services.
- To expand Early Childhood Education services to help young children prepare for school and to support parents' needs for full-day programs.
- To refine the Student Assignment Plan to ensure that it is fair and easy to use and that parents have valid choices to make among successful schools.

Goal 2: State of the Art Vocational Technical Education

- To provide a state-of-the-art vocational-technical education for the city's young people and adults at the Madison Park/Humphrey Center/O'Bryant School Complex.
- To offer opportunities for work and learning in high school and community colleges, leading to skilled, well-paid technical jobs.
- To ensure access to apprenticeships, designed in collaboration with labor unions.
- To accelerate learning opportunities for all young people—in school and out—to help them prepare for mastery of technical competencies.
- To build strong linkages with employers and other "stakeholders" to ensure up-to-date skills training and access to jobs.
- To involve the whole school community—businesses, colleges and universities, labor unions, parents, students, and citizens—in planning vocational-technical programs.

Goal 3: Revitalized School Athletic Programs

- To provide top quality sports and fitness programs for all Boston's students.
- To establish a non-profit corporation and foundation to raise funds for and to coordinate sports and fitness programs.
- To access Boston's many resources—professional sports teams, college athletic programs, and others—to develop sports and fitness programs.
- To develop new programs that work with community-based athletic programs.
- To promote competitions and events: to sponsor a citywide middle school track competition, to hold a citywide Sports Awards Banquet, and to televise a "Game of the Week"

Goal 4: Improved Services to a Diverse Population

- To develop a multicultural curriculum that will help all students and staff learn about the history and values of the many cultures that make up our city.
- To examine ways to eliminate the harmful effects of "tracking".
- To increase the mainstreaming of special education students into regular education classrooms.
- To reshape how we deliver services to special education students.
- To continue to provide and strengthen alternative education programs for students, in collaboration with community organizations.

Goal 5: Strengthened School-Based Management & Increased Educational Accountability

- To analyze spending and the results of that spending, through our new "program budget".
- To actively monitor the performance of each component of the school system and to push for improvement in every area: test scores, attendance, safety, dropout retention, and more.
- To decentralize decision making and to strengthen school-based management so that schools have more responsibility and authority.
- To negotiate employee contracts so that principals and headmasters are hired on individual contracts for a fixed period of time, with renewal based on their performance.

Goal 6: Continued Fiscal Accountability

- To commit to live within our means and to direct every available dollar to the classroom, where it belongs.
- To remain fiscally accountable.
- To strive for our goal to devote 75% of the total budget to instruction.
- To seek new sources of revenue for our specific needs: vocational-technical education, athletics, early childhood education, math and science, foreign languages, and extra-curricular activities.
- To strengthen program budgeting and to do long-term budget planning.

Goal 7: Strengthened Community Partnerships & Improved Coordination

- To ensure our students have access to the information, resources, and solutions they need to grow stronger, smarter, and better.
- To establish links between schools, teachers, and parents and to ensure every school is accessible to families.
- To work with community and government agencies to strengthen families and the ability of parents to help their children.
- To continue and expand our many successful partnerships with Boston's businesses, colleges, labor unions, and others, developed through the Boston Compact.
- To develop and sign the New Boston Compact, setting new goals for the future.
- To invite the many resources of the city—every city department, neighborhood organization, business, and civic and cultural institution—into our classrooms.
- To support and expand the Healthy Boston and The Winners' Circle programs.

